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ABSTRACT

An investigation was made of the organizational characteristics of two college learning resource centers as compared with two traditionally organized college libraries with separate audiovisual units in order to determine the advantages of each organizational type. Interviews, observation, and examination of relevant documents were used to determine organizational characteristics, types and qualities of resources, facilities, staffing, and services at each institution. The author concluded that the services provided by the two types of organizations are not necessarily different, and that the attitudes of director and staff have the most important influence on the success of the service. A bibliography, letters, and interview documents are attached. (LS)

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A COMPARATIVE STUDY OF ORGANIZATIONAL CHARACTERISTICS USED IN LEARNING RESOURCES CENTERS AND TRADITIONALLY ORGANIZED LIBRARY AND AUDIO-VISUAL SERVICE FACILITIES IN FOUR MINNESOTA AND WISCONSIN SENIOR COLLEGES

By
DWIGHT FRANCIS BURLINGAME

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To my wife Audrey for her continued support and understanding, and to my children, Lee and Sharon, for understanding that daddy must "study," I owe the completion of this work.

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CHAPTER I

INTRODUCTION

Basis for the Study

This study investigated the organizational characteristics employed in selective learning resources centers with the characteristics in selective traditionally organized service facilities (i.e., libraries and audiovisual units) of senior colleges in the states of Minnesota and Wisconsin. The purpose of the study was to determine the variations and similarities in any or all characteristics identified for examination.

Administrators of colleges are frequently asked to consider proposals to integrate or combine part or all instructional support services. The rationale that centralization will result in improved administration, better planning, coordination of services, and lesser costs is often voiced, but research verifying this statement is lacking. In light of the economic pressures upon institutions of higher education and with the emphasis on accountability, examination of the variations that may or may not exist in organizational characteristics of learning resources centers and the traditionally organized service facilities is warranted.

> Efforts to free libraries from the restraints of a totally print-oriented mission have been underway for many years. The advent of electronic media and new interest in instructional technology have reinforced this interest. One of the main reasons for change in attitudes on this subject on the nation's campuses has been a realization that the resources of campus libraries (now frequently called information centers or learning-resource centers) have been inadequately utilized in the instructional efforts of colleges and universities. [1]

The establishment and role of the concept of learning resources in higher education is a product of the recent past. The greatest acceptance in higher education for this concept has been in the junior or community colleges. The "Guidelines for Two-Year College Learning Resources Programs,"[2] is supportive of learning resources programs. Raines' survey of developmental trends in libraries and learning resource centers found that "approximately three out of four reporting colleges have integrated their libraries and learning resources. . ."[3] of course, the concept has been fairly well accepted by a majority of the public schools as evidenced by the Standards for School Media Programs.[4]

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[1]The Carnegie Commission on Higher Education, The Fourth Revolution: Instructional Technology in Higher Education (New York: McGraw-Hill Book Company, 1972), p.33.

[2]"AAJC-ACRL Guidelines for Two-Year College Library Learning Resources Centers," College and Research Libraries News 33 (December 1972): 305-315.

[3]Max Raines, "A Survey of Leading LIB/LRC's," Community and Junior College Journal 43 (June/July 1973): 10.

[4]American Library Association and National Education Association, Standards for School Media Programs (Chicago: American Library Association, 1969).

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With the publication of The Fourth Revolution and other statements by various bodies that deal with higher education, librarians and audiovisualists are examining the concept of learning resources to a greater extent.

> The Carnegie Commission believes that the library, by whatever name, should occupy a central role in the instructional resources of educational institutions. Its personnel should be available not only for guidance to materials held in the collections of the campus, but also should, when qualified by subject-matter expertise, be utilized as instructors. We also believe that nonprint information, illustrations, and instructional software components should be maintained as part of a unified information-instructional resource that is cataloged and stored in ways that facilitate convenient retrieval as needed by students and faculty members.[1]

The Minnesota Higher Education Coordinating Commission in their report Responding to Change, suggests that one way to achieve more effective use of resources is by achieving better utilization of physical facilities.[2] One way that has been suggested for accomplishing this is by combining the traditional library and audiovisual units into one learning resources unit. The greater utilization of space and manpower should, theoretically, contribute to more effective use of resources.

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[1]The Carnegie Commission on Higher Education, The Fourth Revolution, pp. 33-34.

[2]Minnesota Higher Education Coordinating Commission, Responding to Change: Recommended State Policy for Meeting Minnesota's Present and Future Needs for Post-Secondary Education (St. Paul, Minnesota: Minesota Higher Education Coordinating Commission, 1973) p. 14

Another important attribute that is often mentioned regarding the learning resources organizational benefit is its ability to facilitate the efficient use of all resources by the student. When the learning environment makes all forms of material centrally accessible, it is argued, greater efficiency on the part of use by the patron will be achieved.

Although there is much experimentation with the learning resources concept taking place at the college level, this in no way should be taken as an indication of general acceptance of the unified concept. Timpano expressed the feelings often stated by audiovisual specialists when she said:

> The librarians and their respective educational association--in their quest for SURVIVAL, STATUS, and POWER,--have been driven beyond ethical consideration and practices to achieve their ultimate ends; the domination and control of modern educational technology and its funds.[1]

Likewise, many academic librarians would prefer to neglect the organization and dissemination of nonprint materials and the production of such materials. On the extreme end of the continuum, one librarian was reported as saying, "If my university wants media in the library, I am going to look for another job."[2]

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[1]Doris M. Timpano, Crisis in Educational Technology (New York: Gilbert Press, 1970), p. 13.

[2]Pearce S. Grove and Herman L. Totten, "Bibliographic Control of Media: The Librarian's Excedrin Headache," Wilson Library Bulletin 44 (November 1969): 300.

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In speaking to the issue of multi-media centers Lewis notes that there is currently little disagreement as to the value and need of providing resources other than the printed page.

> The big problem, however, is in defining what such a center really is, what it should encompass, and how it relates to other library functions. At one end of the spectrum the multi-media center may be viewed as a collection of audiovisual materials and associated equipment localized in an area designed to facilitate their use by individuals or groups desiring to view films, listen to records and tapes, or study filmstrips and mediated instructional packages. At the other extreme is the total concept of the library as a learning resources center which accommodates all materials and equipment that contribute to learning, local production facilities for the preparation of software in any format, modern self-study stations and electronic networks to service a building, a campus, a community, or all of these.[1]

In 1968, Foreman's survey of 1,193 college libraries indicated that 10 percent of the libraries were involved in implementing some aspect of the learning resources concept and 37 percent were planning to introduce part of the concept in the future.[2] How many of these colleges were two-year institutions was not indicated.

Although learning resources centers in senior colleges have been growing at a much slower rate than in the junior colleges and secondary schools, it appears that the senior college library is moving from a passive role to an active

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[1]Philip Lewis, "New Dimensions in Educational Technology for Multi-Media Centers," Library Trends 19 (April 1971): 399.

[2]Sidney Foreman, "Innovative Practices in College Libraries," College and Research Libraries 29 (November 1968): 486.

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role in the process of learning and teaching.[1]

Mason[2] concluded in 1971 that there was little tendency to integrate nonbook media and books together in the same physical unit in colleges and universities.

> Though there is some movement toward a 'unified materials approach,' and a similar unification of 'library' and 'media' staff on senior colleges and university campuses, this development has been slower than at most other types of educational institutions.[3]

Although many professionals in the field conclude that the "integrated approach" is the best way, some doubt that much is possible in "integrated problem solving." As Meierhenry pointed out, "issues continue to be raised that the two fields are really quite separate and apart conceptually, skill-wise, material-wise and personnel-wise."[4]

Since the learning resources centers are clearly becoming an increasingly important consideration, it is necessary that we find out more about them. Basic, of course, is a knowledge of the organizational

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[1]Ibid., p. 490.

[2]Ellsworth Mason, "Non-Book Media: Libraries Take a Second Look," American School and University 44 (October 1971): 12-13.

[3]Richard W. Hostrop, Education Inside the Library-Media Center (Hamden, Connecticut: Linnet Books, 1973), p. 133.

[4]U.S. Office of Education, The Education Professions 1971-72: Part IV, A Manpower Survey of the School Library Media Field (Washington, D. C.: U.S. Government Printing Office, 1973), p. 21.

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characteristics. For this reason, the present research effort was designed to examine the similarities and variations that may exist between learning resources centers and the traditionally organized service facilities in the areas of facilities, types and quantity of materials and equipment, budget, personnel, and services provided.

Statement of the Problem

There is an increased interest in the learning resources concept in senior colleges at a time when economic pressures and accountability measures dictate a thorough examination of current problems. Leading authorities in the fields of library science and audio-visual education have registered a combination of positive and negative statements regarding learning resources centers.

The "Standards for College Libraries" call for the library to concern itself with "audio-visual materials." The Guidelines for Audio-Visual Services in Academic Libraries contain the following statement:

> Every academic library is involved with audio-visual materials and services to some degree; however, the increasing availability and usefulness of these materials demand that librarians constantly re-evaluate their programs and consider a possible increase in the use made of audio-

visual materials.[1]

Brown, in discussing the need for a revision of the "Standards for College Libraries," states that "the section on 'audiovisual materials' needs strengthening in light of the trend toward college libraries as complete information resources centers."[2]

In light of the conflicting views regarding the concept of learning resources, it was warranted that this study be made comparing the organizational characteristics of two learning resources centers with the organizational characteristics of two traditionally organized service facilities.

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[1]Association of College and Research Libraries, Audio-Visual Committee, Guidelines for Audio-Visual Services in Academic Libraries (Chicago: American Library Association, 1968), p. iii.

[2]Helen M. Brown, "College Library Standards," Library Trends 21 (October 1972): 213.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Research in the area of this investigation has been lacking, with the majority of the literature being theoretical or descriptive in nature. The first part of this section will identify the first theorists that advocated the learning resources concept. Studies which have surveyed various aspects of the learning resources concept will be included next. Finally, general literature dealing with learning resources will be covered.

Theorists

With the concept of the "generic book" developed by Louis Shores, the seeds for further expansion into the idea of learning resources were planted. Shores attributed the germination of the combined library and audiovisual program in colleges to the Carnegie Corporation, when in 1928 it offered financial assistance to colleges to purchase phonograph records.[1] The records were intended to augment the

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[1]Interview with Louis Shores. Florida State University, Tallahassee, Florida, 28 May 1974.

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print collection. With further development of audio and visual materials, Shores introduced at George Peabody College in 1935 the first audiovisual course ever offered in the South and the first ever offered in a library school.[1]

With the publication of "AV Dimensions for an Academic Library"[2] in 1954, the beginnings were laid for an active intercourse between librarians and audiovisuals about the concept of combining library materials and audiovisual materials. By 1955 the debate had carried itself to the pages of Educational Screen where Professors Larson and Shores stated their respective positions.[3,4] Professor Larson was in favor of maintaining independent library and audiovisual units, whereas Professor Shores was in favor of a unified "materials center."

The separationists argued that audiovisualists and librarians required different preparation and qualifications.

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[1]Louis Shores, Audiovisual Librarianship (Littleton, Colo.: Libraries Unlimited, Inc., 1973). p. 11.

[2]_____, "Audio-Visual Dimensions for an Academic Library," College and Research Libraries 15 (October 1954): 393-397.

[3]_____, "Union Now: The AV Way and the Library Way," Educational Screen: The Audio-Visual Magazine 34 (March 1955): 112-115.

[4]L. C. Larson, "Coordinate the A-V Way and the Library Way," Educational Screen: The Audio-Visual Magazine 34 (Summer 1955): 252-253, 267-269.

Few individuals, it was felt, could combine the two vast areas of specialization into one entity. A dual system, on the other hand, allows each specialist to master his own area, to perform a "unique" function, and thereby offer a highly specialized service.

The proponents of unity on the other hand argued that to maintain separate units for handling book and non-book materials was not logical or efficient. After all, they argued, the first books were in fact audiovisual materials (i.e., clay tablets and pictographs). The first integration of print and nonprint is often traced back to the first picture book, Orbis Pictus.[1]

Edgar Dale is another theorist of importance, since his "cone of experience" and other ideas have contributed to the basis upon which the concept of learning resources has developed. In 1953 Dale viewed the library as going through a transitional phase. That is, "it is shifting from being a repository of ideas in print to a repository of ideas on film, on tape."[2]

---

[1]John Amos Comenius, The Orbis Pictus (Syracuse, N.Y.: C.W. Bardeen, Publisher, 1887).

[2]Edgar Dale, "The Challenge of Audio-Visual Media," in Challenges to Librarianship, ed: Louis Shores (Tallahassee, Florida: Florida State University, 1953), p. 105.

In addition, many audiovisualists and librarians (like Dale has for many years) have come to quote Vespasiano's following comments about a wealthy Italian of the fifteenth century:

> We come now to consider in what high esteem the Duke (Frederigo, Duke of Urbino, 1422-1482) held all Greek and Latin writers, sacred as well as secular. He alone had a mind to do what no one had done for a thousand years or more; that is, to create the finest library since ancient times. He spared neither cost nor labour, and when he knew of a fine book, whether in Italy or not, he would send for it. It is now fourteen or more years ago since he began the library, and he always employed, in Urbino, in Florence and in other places, thirty or forty scribes in his services.... In this library all the books are superlatively good, and written with the pen, and had there been one printed volume it would have been ashamed in such company.

Stone also noted as early as 1954 that

> undue observance of form distinctions seriously handicaps library service in higher education; that a unified subject or problem cross-media approach to knowledge is most efficient for the undergraduate student as well as his teacher; and that this approach will ultimately prove the most satisfactory to administer in terms of the media themselves.[2]

In 1967, Harcleroad noted that ideally there should be some relationship between the library and the other learning resources. However, at that time he found

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[1]Vespasiano Da Bisticci, The Vespasiano Memoirs: Lives of Illustrious Men of the XVth Century, translated into English by William George and Emily Waters (London: George Routledge & Sons, Ltd., 1926), pp. 102, 104.

[2]C. Walter Stone, "The Place of New Media in the Undergraduate Progeam," Library Quarterly 24 (October 1954): 359.

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> the most promising organizational development for using learning resources . . . taking place outside the library in large research universities, and in a new division of educational services or learning resources which include the library in smaller, instructionally-oriented colleges and community colleges.[1]

Research Studies

There have been few research studies completed that deal with the learning resources concept in higher education. One of the earlier studies which dealt with the problem areas that would need to be faced when one adopted a learning resources center approach was Duprey's Ferment in College Libraries.[2] In this study he identified the following three principal problem areas:

1. The first concerns structure, coordination of activities, and functional relationships within the learning resources center and other activities on the campus.
2. The proper use and coordination of non-book media with book media in the learning process.
3. There are few trained specialists who are also good managers with knowledge, experience and understanding of both areas.[3]

Also in 1968, Duprey's study of libraries in modern colleges identified the idea of accountability that is inherent within the philosophy of a single administrative unit. He

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[1]Fred F. Harcleroad, "Learning Resources Approach to College and University Library Development," Library Trends 16 (October 1967): 239.

[2]T.N. Duprey, Ferment in College Libraries: The Impact of Information Technology (Washington, D.C.: Communication Service Corporation, 1968)

[3]Ibid., p.59.

stated that

> at the present, on too many campuses there appears to be unecessary competition and duplication of effort between book libraries, on the one hand, and those specialists who are involved in what is often called "instructional service" on the other.[1]

Brudin's[2] research surveys the learning resources center development on the junior college campus. Utilizing the historical method as well as the case study he concluded that the development of learning resources centers in the junior college was one attempt to make the library the "heart of the campus".

Vorwerk[3] examined the environmental demands and organizational status of academic libraries and found that the exclusion of newer forms of media from some academic libraries could be caused by a desire on the part of administrators to avoid such materials that brought them uncertainties regarding their work (e.g., how should the nonprint materials be organized? What is the proper role of such materials in the academic library?).

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[1]Trevor Duprey, Modern Libraries for Modern Colleges (Washington, D.C.: Communication Service Corporation, 1968), p. 48.

[2]Robert Brudin, "Changing Patterns of Library Service in Five California Junior Colleges" (Ph.D. dissertation, Stanford University, 1970).

[3]Richard J. Vorwerk, "The Environmental Demands and Organizational Status of Two Academic Libraries" (Ph.D. dissertation, Indiana University, 1970)

The Manpower Survey of the School Library Media Field[1] provides an up-to-date review of the literature relating to the debate regarding differences between the library and audiovisual field.

Ellison's[2] research represents the first study of learning resources centers on college and university campuses. Using a questionnaire and the case study method with the interview technique for selected institutions of a national sample, he identified principles that validate the concept of an integrated learning resources center on a university or college campus. The thirteen principles that reached the .05 significance level on the Kruskal-Wallis test were the following:[3]

Print and nonprint materials should be cataloged according to one classification scheme.
One facility should have all print and nonprint materials.
Faculty and students are better served by one facility housing print, nonprint materials and equipment.
Print and nonprint materials should be intershelved when possible.

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[1]U.S. Office of Education, The Education Professions 1971-72: Part IV, A Manpower Survey of the School Library Media Field (Washington, D. C.: U.S. Government Printing Office, 1973).

[2]John William Ellison, "The Identification and Examination of Principles Which Validate or Repute the Concept of College or University Learning Resources Centers" (Ph.D. dissertation, The Ohio State University, 1972).

[3]Ibid., pp 212-213.

Print, nonprint materials and equipment should be available to students and faculty for the same number of hours.
Professional staff should be assigned some responsibilities in both print and nonprint.
One budget should be allocated for all print and nonprint materials and equipment.
The director of the learning resource center should have the ultimate responsibility for determining the departmental budget within the center.
There should be a single charging system for all print and nonprint materials.
There should be a single booking system for all print and nonprint materials.
There should be a single reserve collection for all print and nonprint materials.
All distribution and retrieval of print, nonprint materials and equipment should be centralized.
Both print and nonprint materials and equipment should be under one administrator.

The most recent comprehensive work on the organization and administration of the learning resources center is Allen and Allen's work.[1] Although it is specifically geared toward the community college learning resources center, the concepts provided for the operation of a learning resources center are applicable to senior colleges.

Some of the assumptions according to Allen and Allen for merging the audiovisual and library facilities into one single administrative unit are:[2]

1. No one particualr format for communication can be considered as the most appropriate for all.

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[1]Kenneth W. Allen and Loren Allen, Organization and Administration of the Learning Resources Center in the Community College (Hamden, Connecticut: Linnet Books, 1973).

[2]Ibid., pp. 12-13.

2. Better services are provided for students and faculty if all media are coordinated and administered by one department.
3. A very practical factor is that of control.

General Literature

In order for a library to consider offering audiovisual services, Ely makes it clear that one must first know who will be served, with what information needs, for what objective and why.[1] He sees the use of media and technology as an evolution taking place in the contemporary college library.

Taylor,[2] Ducote,[3] and Wheelbarger[4] speak to the transition taking place in today's academic library (i.e., integrating the library and audiovisual services into one functional unit). The writings of all the above authors support Wheelbarger when he states that the learning resource center concept has the following implications for the

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[1]Donald P. Ely, "The Contemporary College Library: Change by Evolution or Revolution?" Educational Technology 11 (May 1971): 18.

[2]Robert S. Taylor, The Making of a Library: The Academic Library in Transition (New York: Becker and Hayes, Inc., 1972).

[3]Richard L. Ducote, "Spiraling Patterns in College Libraries," American Libraries 3 (July-August 1972): 733-734.

[4]Johnny J. Wheelbarger, "The Learning Resource Center at the Four-Year College Level," Audiovisual Instruction 18 (March 1973): 89.

operation of the total media program:

1. There is a greater flexibility in the utilization of budgets, staff and facilities.
2. Total coordination of all elements can be called upon in the solution of learning problems.
3. The traditional emphasis on library science may give way to a variety of meaningful activities.
4. The traditional emphasis on book storage and protection may shift to an emphasis on service.
5. The learner should be the center of attention.[1]

Holly echoes the same philosophy when he states that he is responsible for the operation, development, and exploration of a "generic library" at Evergreen State College. By generic he means "man's recorded information, knowledge, folly, and wisdom in whatever form put down, whether in conventional print, art forms, . . . magnetic tape, laser storage, etc."[2] In addition, Holly considers physical boundaries as unappropraite for the concept of the generic library.

Various authors have discussed how they have integrated all forms of media in one administrative unit. Some of the notable examples that have been discussed in the literature are: St. Cloud State College,[3]

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[1]Ibid.

[2]James F. Holly, "The new Evergreen State College Library: Basic Assumptions." PNLA Quarterly 34 (Winter 1970): 21.

[3]Bruce M. Goldstein, "Total Media Dreams Become a Reality at St. Cloud State College," Audiovisual Instruction 15 (October 1970): 61-62.

University of Wisconsin--Stevens Point,[1] and Oral Roberts University.[2] Kremple notes that ultimately the academic library "is faced with the necessity of working out its own policies and procedures."[3]

The words of Ellsworth Mason in 1971 are still illustrative of what many consider is (and should be) the trend in senior colleges and universities. He states that "the tendency to mix books and non-book media together in the same physical unit is negligible in colleges and universities."[4] If we must include nonbook and book media in the same place, Mason suggests that we "invent a new term for it and call it the library . . . ."[5]

In an editorial in 1973, Boone pointed out an example where a director of learning services (one of

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[1]Fredrick A. Kremple, "Handling Audiovisual in an Academic Library," Wisconsin Library Bulletin 66 (March-April 1970): 91-92.

[2]Carl H. Hamilton, "University Learning Resources and Instructional Management," Educational Technology 11 (May 1971): 14-16.

[3]Kremple, "Handling Audiovisual in an Academic Library," p. 91.

[4]Ellsworth Mason, "Non-Book Media: Libraries Take a Second Look," American School and University 44 (October 1971): 12-13.

[5]Ibid.

the many names for one who was formerly titled audio-visual director) was asked about the relationship between the college library and the learning center; he then answered "that he was not aware of any direct relationship. The two agencies seem to have different purposes."[1] He deplicted the learning center's function as an active and direct one. The library was envisioned by him as a more passive, storehouse operation.[2]

Boone concludes his editorial by noting that among the many divergent attitudes in educational and library circles he sees two poles of thought.

> One is that a specialist looks at education from his own perspective and feels it necessary to defend his own special interest area. And, second, one must analyze how many people use a system in an attempt to view information and educational needs as a whole. They analyze and serve needs rather than buy and dispense books, films, or tapes.[3]

For a review of the important British literature on library resource centres, Beswick's article[4] is the most current reference available. In addition, it is interesting to note the following policy statements

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[1]Morell D. Boone, "Camelot . . . A Quest Or a Kingdom?" College and Research Libraries 34 (January 1973): 5.

[2]Ibid.

[3]Ibid., p. 6.

[4]Norman Beswick, "Library Resource Centres: A Developing Literature," Journal of Librarianship 6 (January 1974): 54-62.

issued by the Library Association for school and college library resource centres:

> Four main questions arise concerning the exploitation of audio-visual materials in universities; production, storage, identification and provision for use. Production is most efficiently carried out by an AV unit and departments in collaboration; if the AV unit is not an independent unit, it may be administratively useful to place it under the overall supervision of the librarian. Material may be stored in the AV unit, the library or appropriate departments, depending on its intended use. It is important that material, wherever stored in the university, or available from outside sources, should be centrally recorded in the library, both for identification purposes and to avoid unnecessary duplication. Material should be provided where it can be best used, whether in department, AV unit, or library; the library is uniquely placed to handle almost all the self-instructional material, which has much in common with books, and may be used in conjunction with them. Viewing and listening equipment must, of course, be provided; some of it may be suitable for lending with the relevant software.[1]

In concluding this chapter it is appropriate that the author note the importance of the concept of "non-traditional study" and its impact upon the concept of learning resources. Walton points out that in keeping with the trend toward external degrees, continued education as a life long process, open universities, etc., it is necessary to create

> new educational patterns that fit the times and to find creative ways in which to make available instructional resources to build programs and in so doing

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[1]"University Libraries and Learning Resources," Library Association Record 75 (January 1973): 8.

> the needs of students will be held paramount rather than the convenience of institutions.[1]

This idea, of course, has been a factor in how senior colleges have chosen to organize their service units on their campuses. Proponents of the learning resources concept suggest that in combining the audio-visual and library services, one is in fact creating a new educational pattern that will meet the needs of students to a greater degree than the separate organizational pattern.

Mahler, in his review of non-traditional studies literature, points out that of the various institutions that could provide the greatest opportunity for non-traditional study, libraries appear to be in the best position because they are "readily available, well accepted in their communities, well staffed with professionals, and apparently willing to take on the task."[2] Attached to his study is an annotated bibliography of 263 references which would be helpful for anyone interested in further examination of this related area.

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[1]Wesley W. Walton, New Paths for Adult Learning: Systems for the Delivery of Non-Traditional Studies (Berkely, California: Educational Testing Service, 1973), p. 30.

[2]William A. Mahler, Non-Traditional Study: A Critical Review of the Literature (Berkeley, California: Educational Testing Service, 1973).

CHAPTER III

CONCEPTUAL FRAMEWORK

Introduction

This study concentrated on four senior colleges within the states of Minnesota and Wisconsin. In this chapter definitions are given first followed by assumptions, limitations, and the research questions. Finally, the chapter is concluded with the methodology that was used for conducting this research.

Definition of Terms

Learning Resources Center:

A single administrative unit which includes both the library and audiovisual center on a college campus. This unit may also include one or more of the following: graphics, photography, cinematography, curriculum center, dial access, radio station, computer center, closed-circut television, and instructional technology.

LR Professional:

A person who carries out responsibilities requiring professional education at the graduate level and experience

appropriate to the assigned responsibilities within the learning resources unit.

Organizational Characteristics:

Is used in this study to denote facilities, materials and equipment, budget, personnel, and services provided.

Senior College:

An institution that offers a program of study leading to the customary bachelor's or master's degree.

Traditionally Organized Service Facilities:

Is used in this study to describe an organizational pattern which contains at least two autonomous units consisting of the library and audiovisual center.

Assumptions

1. The case study serves as a viable approach to provide the necessary information for this study.

2. The organizational characteristics of learning resources centers compared to organizational characteristics in traditionally organized service facilities is a worthy and meaningful topic for research.

Limitations

1. Generalizations will be made for the studied population only, although findings may be used as hypotheses in future studies and as heurisms concerning the organization and management of libraries, audiovisual centers, and learning resources centers.

2. The results will be vulnerable to subjective biases of the interviewees.

Research Questions

This study compared the organizational characteristics employed in selective learning resources centers with the characteristics in selective traditionally organized service facilities of senior colleges in the states of Minnesota and Wisconsin to determine the variations and similarities in any or all characteristics identified for examination. Specifically, the research questions for this study were:

1. What variations and similarities exist in organizational characteristics between the learning resources centers and the traditionally organized service facilities in this study?

2. What variations and similarities exist in types and quantity of resources (materials, equipment and facilities) between learning resources centers and library and audiovisual departments in this study?

3. Does funding for the library or audiovisual program differ if the departments are separate or combined in the institutions studied?

4. Does separately administered library and audiovisual departments cause duplication in staffing?

5. In the opinion of the respondents, is there a

difference in the service provided the patron between a learning resources center and traditionally organized service facilities?

Methodology

Minnesota and Wisconsin were selected for this study because the researcher was from the area and both states had senior colleges with learning resources centers and traditionally organized service facilities. The colleges studied were chosen by the type of organization they now exhibited (i.e., two that had a learning resources center and two that had traditionally separate library and audiovisual departments). All institutions chosen for this study were public-supported, had a minimum enrollment of 2,000 students, and a library collection of at least 100,000 volumes. All institutions originally identified cooperated in this study.

The case study method was employed in order to "bring to light the important variables, processes, and interactions that deserve more extensive attention."[1]

> A case study is an intensive investigation . . . . It is not bound by one method, but capitalizes on any approach that might help unravel a new puzzle; . . . . The absence of contrasts and the problem of typicality are serious limitations to the case study, but there are several strengths that help outweigh

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[1]Stephen Issac, Handbook in Research and Evaluation (San Diego, California: Robert K. Knapp, 1971), p. 20.

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> the disadvantages. First the case study is the classical method of researchers interested in depth of study, for the case study allows many different techniques to be applied in the same situation . . . and the results integrated and compared. The second major advantage is that case studies are carried out in the field with the sounds, sights, and smells of the real situation hitting the researcher in the face. . . . A third major advantage of case studies is their usefulness in exploring the processes of an organization.[1]

Baldridge clearly illustrates the importance of a case study when he states that "the real value of a case study is to provoke ideas about a new way of viewing the world, to fill in an idea with vivid detail, or to suggest new perspectives."[2]

No research was located to indicate that the organizational characteristics of learning resources centers had been compared with the organizational characteristics of traditionally organized service facilities in senior colleges.

While the results may not be generalized to all similar institutions, the variety of the institutions studied may allow for some findings to be used as hypotheses in future studies and as heurisms concern-

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[1]J. Victor Baldridge, Power and Conflict in the University: Research in the Sociology of Complex Organizations (New York: John Wiley & Sons, Inc., 1971), pp. 31-32.

[2]Ibid., p. 33.

ing the management and organization of learning resources centers, libraries and audiovisual centers.

> In seeking to discover the true self-image, . . . clear results will be obtained if several . . . colleges are studied. If observations are compared with abstract standards, difficulty may be experienced in drawing conclusions. Comparisons should be made of the findings on one campus with those of another; in this way, the differences become more visible. The comparisons, in the instances of observations of more than one campus, emerge from the context of the abstract to the area of the concrete.[1]

A semi-structured interview, examination of documentary evidence, and observation were the techniques used to collect the data.

At each institution an interview was conducted with each of the persons in counterpart positions (i.e., heads of learning resources centers, libraries, and audiovisual units). In addition, interviews were conducted with professional staff members of the institutions visited. (See Appendix II for Interview Guides and Interview Report.)

All respondents were assured of anonymity to encourage candor. College bulletins, annual reports, organizational charts, pertient cooerspondence, memoranda, and the Higher Education General Information Survey data for College and University Libraries, Fall 1973, for each

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[1]James W. Reynolds, The Comprehensive Junior College Curriculum (Berkely, California: McCutchan Publishing Corp., 1969), p. 148.

institution were analyzed. Finally, each institution was visited by the researcher in June, 1974.

Once collected, the data were used to develop a profile for each institution, each administrative head, and comparisons between the institutions were made regarding the various organizational characteristics singled out in this study.

The dean of learning resources, librarian and/or audiovisualist of each institution was written, informed of the study, and his support solicited. After the researcher obtained the support of the parties involved, an interview schedule was arranged. The interviews were tape recorded, and written transcriptions were compiled.

This report was written on the basis of the research questions and includes a profile of each institution in the study. Comparisons and conclusions were drawn, and suggestions for further study are made in the summary chapter.

CHAPTER IV

PROFILES

Introduction

In this chapter a profile of the institutions studied is given first, including salient details to appropriately characterize the institution. Second, a profile of the deans of learning resources and the directors of libraries and audiovisual units is given, followed by a profile of the organizations they direct.

The institutions are identified as Institution A, B, C, and D. If the institution had a learning resources organizational pattern it is so identifed by the symbol, "LRC". If the organizational pattern consisted of separate library and audiovisual units it is so identified by the symbol, "Lib-AV".

Profile of Institutions

Institution A/Lib-AV

Founded as a State Normal School in 1916 with

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the major reason for its establishment being the education of teachers, the college also provided two years of general education or pre-professional study for persons not expecting to teach. In 1927 the Legislature changed the name from State Normal School to Teachers College with the authorization to grant bachelor's degrees in education after four years of study. In 1951 the college was authorized to grant the bachelor of arts and the bachelor of science degree in liberal arts and the institution became a State College. Currently the institution is organized in five schools: School of Arts and Sciences, School of Business, School of Education, School of Nursing, and the School of Graduate Studies. Associate, bachelor, and master's degrees are offered. The enrollment was 8,425 full-time students with 519 full-time faculty(see Table I).

Institution B/LRC

Founded in 1869 as the third Normal School to open in the state, the school began as a grade school and gradually evolved into a high school. In 1898 the Normal School offered a full junior college curriculum and in 1914 the high school phase of the program was terminated. In 1921 the State Legislature authorized the college to offer a four-year program and the name was changed to

TABLE I

INSTITUTIONAL DATA*

INSTITUTION	ESTABLISHMENT YEAR	FULL TIME ENROLLMENT Fall/1973	FULL TIME FACULTY Fall/1973
A/Lib-AV	1916	8,425	519
B/LRC	1869	8,540	507
C/Lib-AV	1885	4,408	308
D/LRC	1893	5,396	342

*All figures are rounded to the nearest whole number.

Source: Data are taken from the U.S. Office of Education, Higher Education General Information Survey, Fall, 1973. Hereafter referred to as HEGIS Report.

State Teachers College. In 1953 the college was authorized to grant the master's degree. The college has grown from being primarily a teacher training institution to a multipurpose institution offering associate, undergraduate and graduate degree programs in the School of Business, School of Education, School of Fine Arts, School of Industry, School of Liberal Arts and Sciences, and the Graduate School.

Institution C/Lib-AV

This institution was established in 1885 as a Normal School. The first ten students graduated from its two-year college curriculum in 1890. In 1921, the college attained four-year status as a State Teachers College and in 1946 the Bachelor of Arts degree was added. In 1953 a Master of Science in Education was authorized and in 1957 the school officially became a State College. Associate, baccalureate, and masters degrees are offered by the college. The college is divided into the School of Arts, Humanities, and Communications; School of Professional Studies; School of Social and Behavioral Sciences; School of Mathematics and Science; and the School of Graduate Studies.

Institution D/LRC

Institution D was founded as a private institution in 1893. It began as an elementary and manual training school. In 1908 the school broadened its offerings and became an institute offering two and three-year programs. In 1923 the two and three-year programs were phased out and were replaced by four-year programs. In the 1940's the school was changed to a State College. The educational program of the institution is career oriented but it also makes the humanities and social sciences key components in the total educational program. Associate, baccalaureate, and masters degrees are offered by the college. The academic organization of the college includes the Graduate College and the Schools of Industry and Technology, Home Economics, Education, and Liberal Studies.

Profile of Deans and Directors

Librarian, Institution A

In his fifties, he has served in his present position for nine years (see Table 2). This librarian received his masters degree in Library Science from an accredited library school (see Table 3). He also has had some training in audiovisual education. Before becoming a librarian he was a public school teacher

TABLE 2

NUMBER OF YEARS IN PRESENT POSITION

INSTITUTION	NUMBER OF YEARS				
	1-5	6-10	11-15	16-20	20-25
A Lib. Dir. AV Dir.		X	X		
B Dean of LRC				X	
C Lib. Dir. AV Dir.		X			X
D Dean of LRC	X				

Source: Data collected from Institutions. This includes information obtained from annual reports, memoranda and interviews with the respondents. Hereafter referred to as Institutional Data.

TABLE 3

EDUCATION OF DEANS, LIBRARY AND AUDIOVISUAL DIRECTORS

INSTITUTION	LIBRARY SCIENCE MASTERS	MASTERS IN AV EDUCATION	SUBJECT FIELD MASTERS	PH.D. IN EDUC.
A Lib. Dir. AV Dir.	X	X		
[B]Dean of LRC			X	X
C Lib. Dir. AV Dir.	X	X		
[D]Dean of LRC		X		X

Source: Institutional Data.

Audiovisualist, Institution A

In his fourteenth year of service to this college, he earned his masters degree in audiovisual communications from institution D reported in this study. This director has had some course work in library science and appeared to be receptive to the concept of learning resources. He also taught in the public schools before becoming an audiovisualist.

LRC Dean, Institution B

The educational accomplishments of this sixty-two year old dean have been considerable. He had a masters and a doctorage in education. This dean had no formal training in library science or audiovisual education, but his emphasis has been on curriculum and educational administration. Prior to coming to Institution B he was a president of a college, superintendent of public schools and a public school teacher. He has been very active in the professional associations of both the library and audiovisual groups.

Librarian, Institution C

For the previous twenty-three years this librarian has served the college as the director of library services. Fifty-five years old at the time of the interview, he had formerly been a reference librarian in a different academic library. He received his masters degree from an accredited

library school. In addition, this librarian had done advanced work in a subject field at a major university.

Audiovisualist, Institution C

Seven years ago this audiovisual specialist came to Institution C to build up their audiovisual services which at that time were quite inadequate. He, like the audiovisual director from Institution A, received his masters degree in audiovisual communications from Institution D. Prior to working in academic services he was a public school teacher and director of audiovisual services in the public schools.

LRC Dean, Institution D

For the last four years this dean has been charged to develop the concept of learning resources at his institution. He received his masters and doctors degree in audiovisual education from a major university. Before becoming dean of learning resources he was director of audiovisual services at the same institution. Prior to working in academia he was a public school teacher.

Summary of Dean and Director Profiles

The number of years of the deans and directors in their present positions varied from four, on the part of the dean from Institution D/LRC, to twenty-three years of service by the librarian from Institution C/Lib-AV. The age and years of experience of the director or dean

in the institutions studied appeared not to be a factor in the type of organizational philosophy each espoused.

The deans of the learning resources centers had Ph.D.'s in education and neither had a library science masters' degree. The library directors had a masters degree in library science from an accredited library school and both audiovisual directors had a masters degree in audiovisual education. No determination can be made, upon the data collected in this study, on what role educational background plays in the preference or organizational pattern chosen for implementation at the various institutions.

Profile of Libraries, Audiovisual Centers & LRC's

Institution A/Lib-AV

Initially the library was located on the second floor of one of the original campus buildings until 1960 when it was moved into a separate library building. In 1972 an addition to the library building was completed adding some 127,709 sq. ft. with a seating capacity of 2,100. The library contained 253,586 volumes (see Table 4) and the nonprint material (see Table 5) was housed in a separate area called the Instructional Materials Center (IMC). The library was administered by a staff of thirty-one including 12.5 professionals (see Tables 6 and 7). The organization of the library was along traditional

TABLE 4

TRADITIONAL LIBRARY MATERIALS

INSTITUTION	1 BOOKS & BD. PERIODICALS (VOLUMES)*	2 UNITS ADDED 1972-73	3 GOVT. DOC. LINEAR FT.	4 MICROFORM VOL. EQUIVALENTS*	5 OTHER MICRO NOT IN 4 ***	PER. TITLES CUR. RECD.
A/Lib-AV	233,586	28,803	3,433	72,000	244,591	2,359
B/LRC	378,889	25,000	1,463	73,329	329,178	1,984
C/Lib-AV	197,430	19,586	1,029	INA**	132,835	1,900
D/LRC	132,811	8,049	531	INA	237,546	1,890

*One volume as defined by and reported to the U.S. Office of Education in the annual Higher Education General Information Survey, or one reel of microfilm or eight Micro cards or microfiche as reported on the same survey. For reporting purposes, a volume is a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work contained in one binding or portfolio, hardbound or paperbound, which has been classified, cataloged, and/or otherwise prepared for use.

**Information not available.

*** This column represents number of physical units of microform for which volume equivalents were not available (such as ERIC reports).

Source: HEGIS report and Institutional Data.

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TABLE 5

NONPRINT MATERIALS

INSTITUTION	MOTION PICTURES*	AUDIO RECORDINGS	FILMSTRIPS	TOTAL
A/Lib-AV	152	1,137	1,700	2,989
B/LRC	639	13,527	4,559	18,745
C/Lib-AV	300	2,000	NA**	2,300**
D/LRC	715	331	194	1,240

*Includes films, cassettes, tapes and video tapes.

**The number of filmstrips owned at Institution C was not available since each department on campus owns and maintains their own copies. In addition, some departments have their own films and audio recordings so the total only reflects the materials held at the library or the audiovisual center.

Source: HEGIS report and Institutional Data.

TABLE 6

FULL-TIME PROFESSIONAL STAFF DEVOTED TO LIB., AV, OR LR SERVICES*
(Fall 1973)

INSTITUTION	LR PROFESSIONALS	LIBRARIANS	AUDIOVISUALISTS	TOTAL
A/G/D AV		12.5	7	19.5
F/E	20			20
C/ D AV		8	2.75	10.75
B/LE	11.33			14.33

*All figures are for professional staff time devoted to service operations. Instructional staff time has been subtracted out of the figures that appear above.

Source: HEGIS report and Institutional Data.

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TABLE 7

SUPPORT STAFF*
(Full-time equivalents as of October 1, 1973)

INSTITUTION	SUPPORT STAFF		
	LIBRARY	AUDIOVISUAL	TOTAL
A/Lib-AV	19	12.5	31.5
B/LRC			27
C/Lib-AV	17	5	22
D/LRC			13

*Includes clerical, technical, and preprofessional staff.

Source: HEGIS report and Institutional Data.

lines (see Chart A). The head librarian reports directly to the academic vice president.

The audiovisual center or "Media Development Center" as it is called at this institution is located in the basement of one of the original buildings on the campus. Although it is in a separate building from the library, it is connected by a corridor. The primary mission of the center is to "plan, design and produce communication materials and to provide adequate equipment and facilities for their effective use." The center is organized into five specialized areas (see Chart B): 1) Audio, 2) Electronic Repair & Design,

CHART A

INSTITUTION A-LIBRARY ORGANIZATION

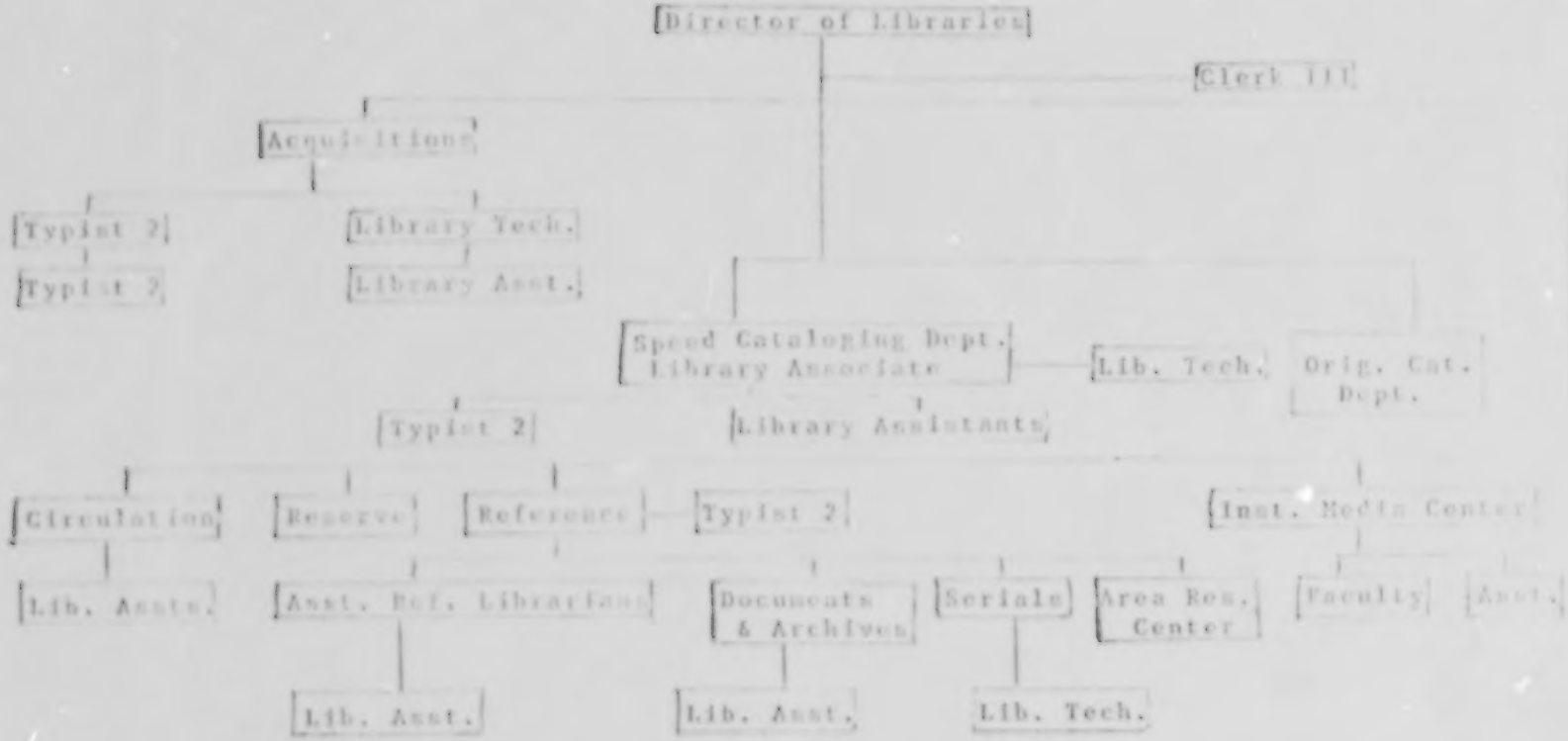

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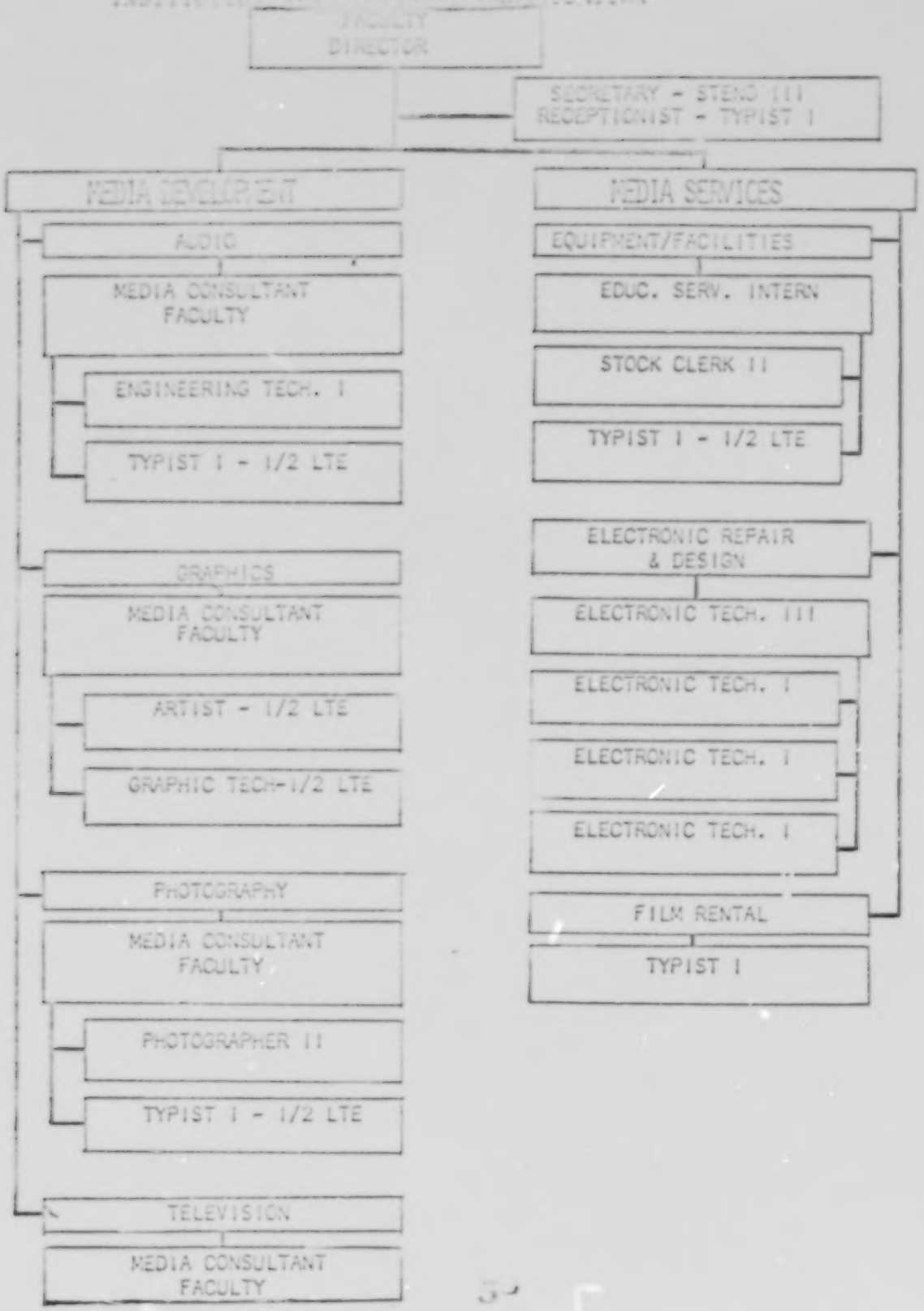
CHART A

INSTITUTION A-AUDIO/VISUAL ORGANIZATION



3) Graphics, 4) Photography, and 5) Television. The four general functions provided by the center are consultation and planning, design and production, media equipment and projection(all equipment and or media facilities are specified, purchased, inventoried, and maintained by the staff of the media center), and rental of commerical motion picture films.

There were seven faculty members with masters degrees in media on the staff, ten full-time civil service and five half-time employees. The facilities contained 11,200 sq. ft. with very adequate production equipment. The director of the Media Development Center reports directly to the academic vice president.

Institution B/LRC

The learning resources center is housed in a relatively new building (occupied in 1971) with some 178,400 sq. ft. Before occupying the current facility the learning resources center was housed in a traditional library building with the audiovisual center in the basement. The library and audiovisual services were combined into the learning resources organizational pattern in 1958, with the department of library and audiovisual education being added in 1963. Radio and television services were added in 1971. Although the computer center for the campus is housed in the basement

of the learning resources center, administratively it is not responsible to the dean of learning resources.

The unit is divided into six functional areas: 1) Advising & Instructional Services, 2) Administration, 3) Production Services(which includes instructional development and maintenance and repair of equipment, 4) Public Services(includes circulation, rental, and use of basic collections of materials and equipment, 5) Technical Services, and 6) Television-Radio Services (see Chart C).

With a volume count of 376,889 and ample amounts of equipment, the center has forty-seven staff members of whom twenty have faculty rank. All facilities are centrally located except the television and radio facilities which are located in a separate building adjacent to the learning resources center.

Institution C/Lib-AV

Dedicated in 1961 with a major addition that doubled its size in 1970, the library housed 197,430 volumes. Seating is available for approximately 800 students. In addition to the traditional library services the library also had a listening area with a large collection of recordings including tapes and appropriate equipment. All films and filmstrips are housed in the audiovisual

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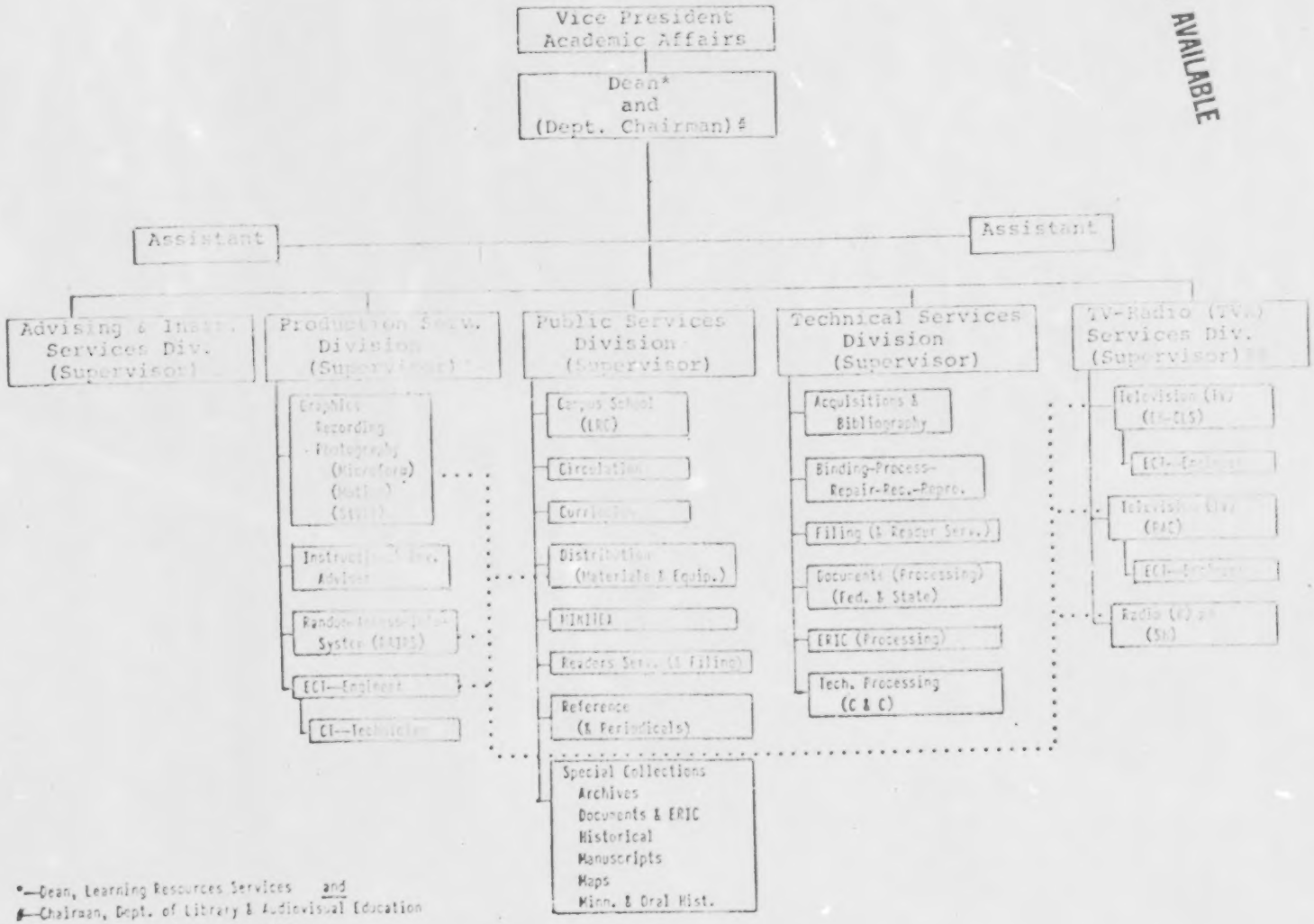
CHART C

INSTITUTION B-LRC ORGANIZATION



*—Dean, Learning Resources Services and
#—Chairman, Dept. of Library & Audiovisual Education
@—½ in Department of Mass Communication

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center. The library was manned by a staff of 25 of which 8 were professionals (see Chart D).

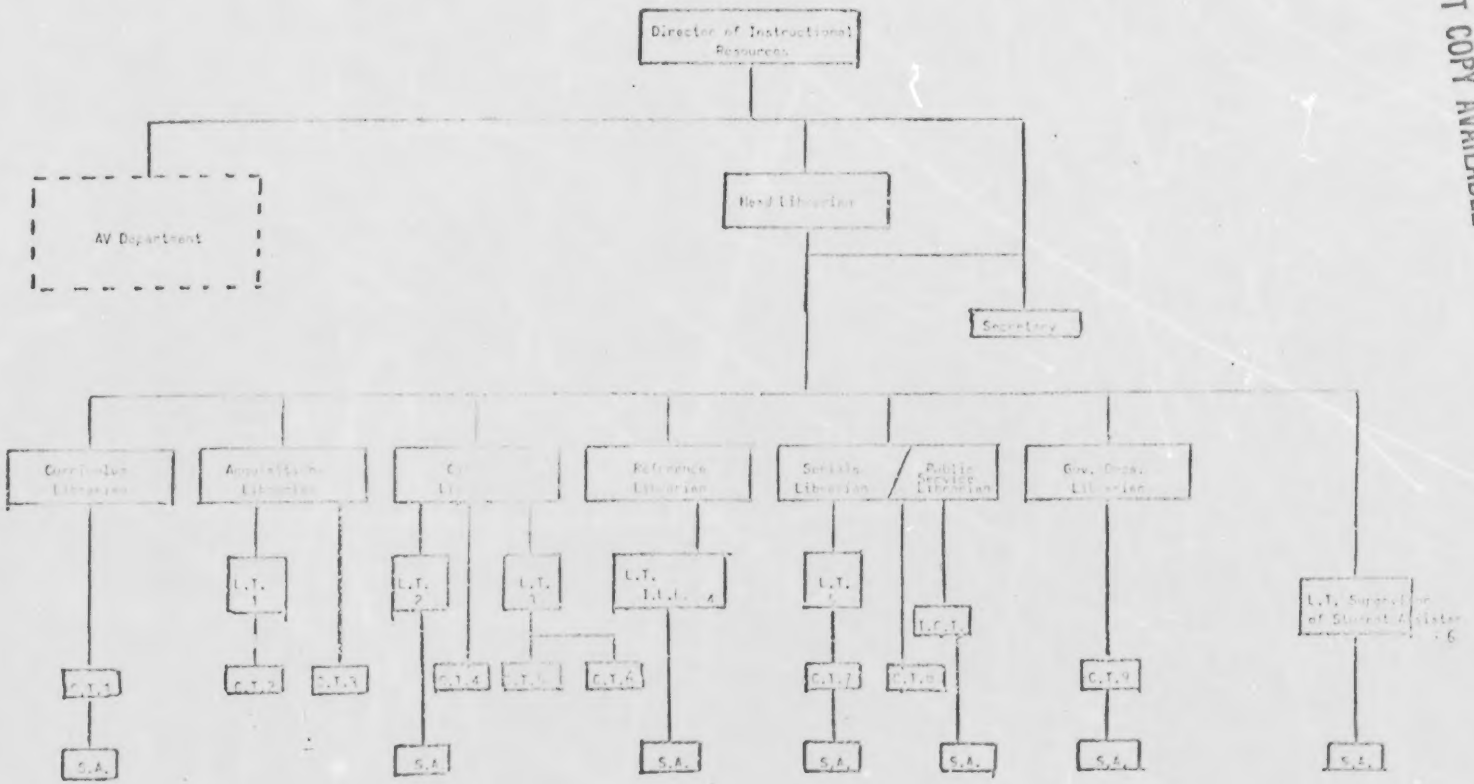
The audiovisual center is located on the main floor in the library building and occupies approximately 4,000 sq. ft. It provides such services as ordering films, providing audiovisual equipment for instructional use, repair and maintenance of the equipment and production of instructional materials. A regional television production center is located in a separate building and it is under the supervision of the director of the audiovisual center. The center includes 2.25 FTE professionals for service and five support staff (see Chart E). The other professional staff time (.75) is allocated to instruction that is provided by the center to meet educational requirements for a minor in Media Education.

Institution D/LRC

The learning resources services on the campus of Institution D are spread out around the campus. The library, or media retrieval services as it is called at this institution, is located within a building providing seating spaces for about 960 patrons. A recent addition was finished in 1972. The print collection was more than 132,000 volumes and the nonprint collection included more than 1500 films, tapes and records, and slides. All forms of material are available to be

CHART D

INSTITUTION C-LIBRARY ORGANIZATION



L.T. - Library Technician
I.C.T. - Intermediate Clerk Typist
C.T. - Clerk Typist
S.A. - Student Assistants

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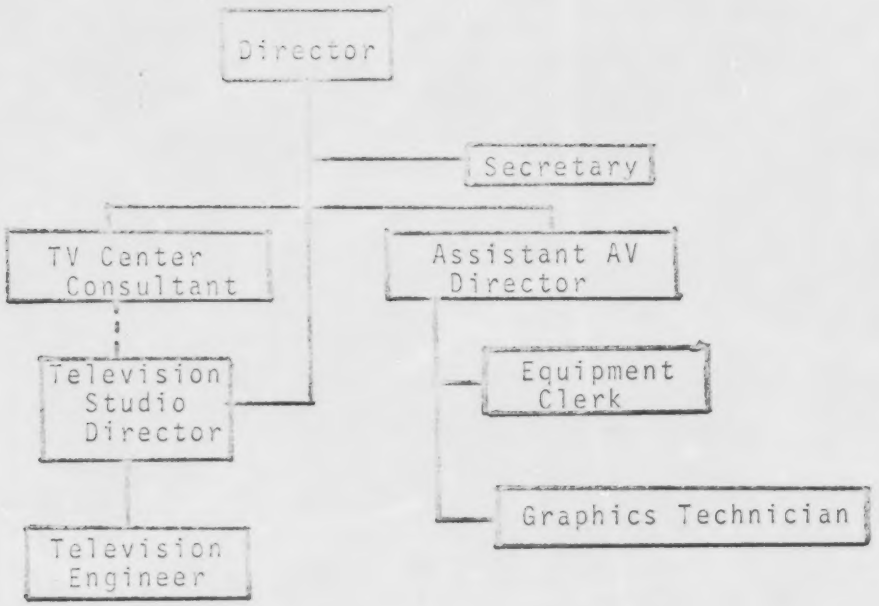
CHART E

INSTITUTION C-AUDIOVISUAL ORGANIZATION



checked out, and this institution was the only one that had integrated shelving of print and nonprint materials.

The library building houses the software and equipment for print and nonprint media. Audio-visual facilities include graphics, audio, television, photography, motion picture, and instructional media labs. The audiovisual services was called instructional technology at this institution and facilities for these services include approximately 20,000 sq. ft. The majority of these services are housed in the Communications building.

A total of 27.33 full-time equivalents for service are assigned to the learning resources unit excluding the computer center which is also part of the LRC organizational pattern (see Chart F). As in institution B the instructional program is also included with the learning resources unit, but for purposes of this study these individuals are not included in the figures represented herein. The library and audiovisual services were combined under a learning resources organizational pattern in 1970.

Summary

All institutions in this study are state supported and all but Institution D/LRC began as a State Normal School. Institution A/Lib-AV and Institution B/LRC had similar enrollments as did Institutions C/Lib-AV and

CHART F

INSTITUTION D-LRC ORGANIZATION

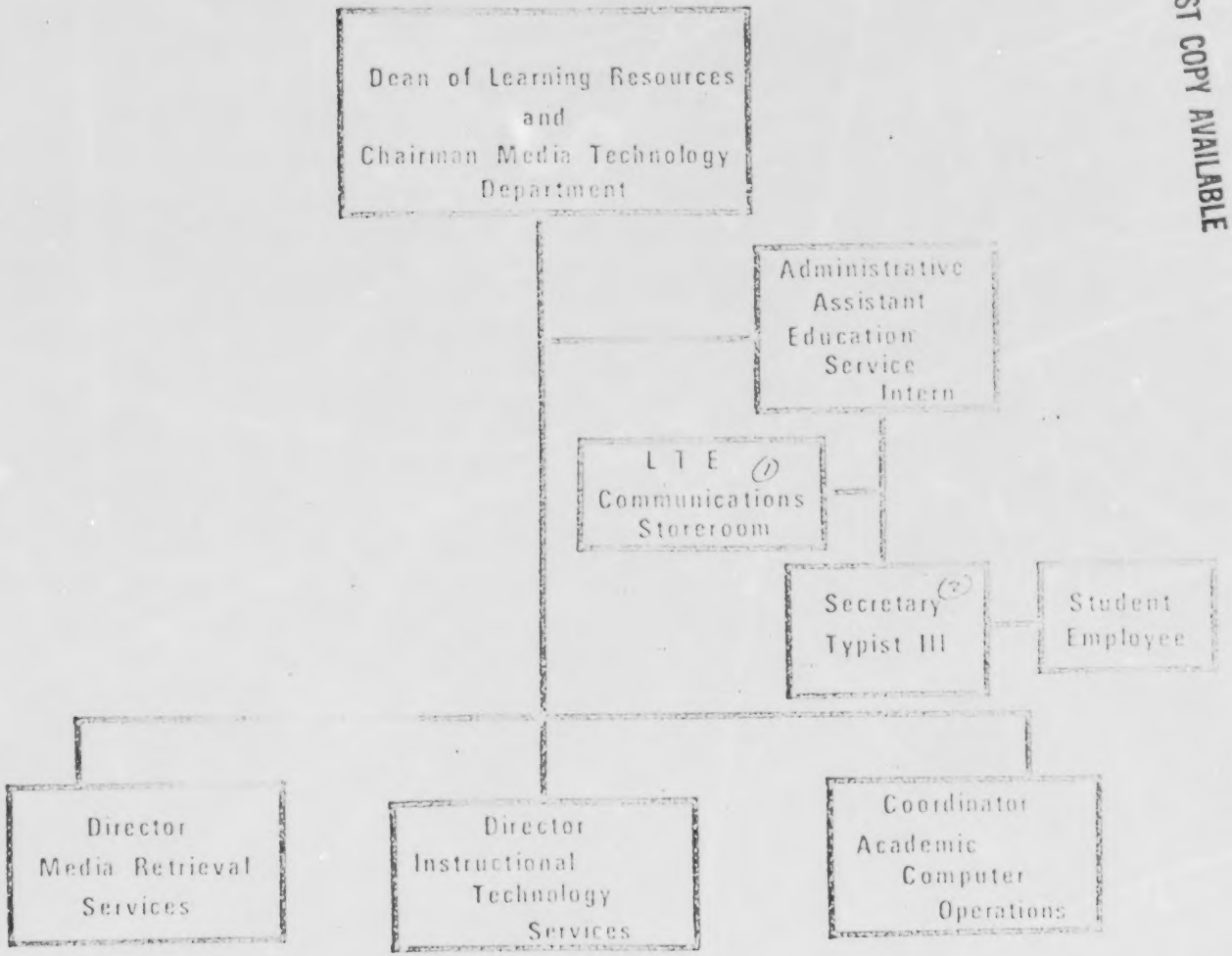


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CHART F

INSTITUTION D-LRC ORGANIZATION

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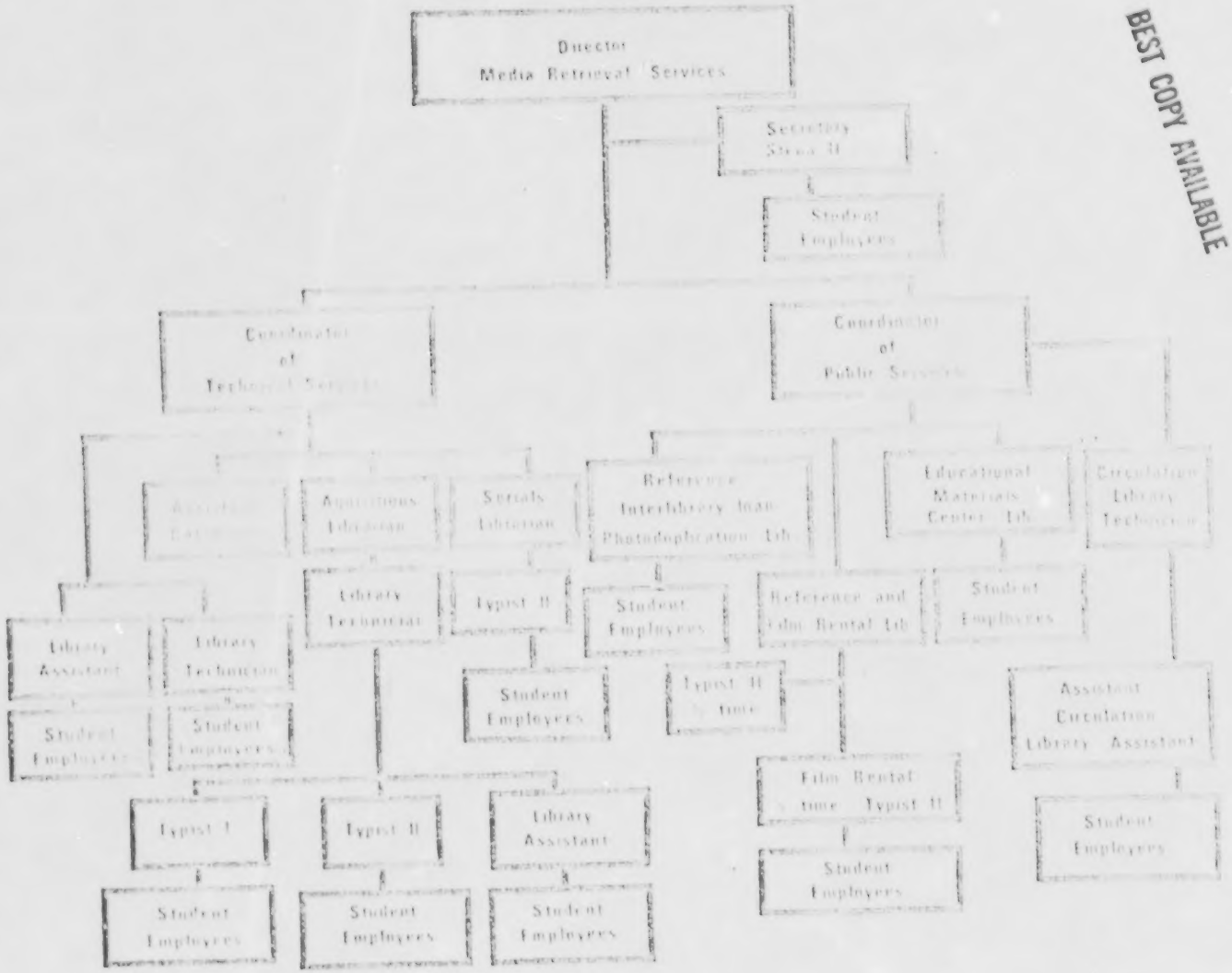
CHART F

INSTITUTION D-LRC ORGANIZATION



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D/LRC. All institutions are currently offering associate, bachelor and masters degrees.

In addition to the traditional activities associated with libraries, audiovisual centers and learning resources centers, Institution D/LRC was responsible for "Academic Computers" (i.e. those computer activities meant to directly involve instructional activities). Institution D/LRC was the only institution to use integrated shelving. However, its organizational pattern was basically a traditional one. That is, an individual was still responsible for each major division (library, audiovisual, and computer services) with a dean of learning resources added to the top of the hierarchy (see Chart F). Institution B/LRC's organizational pattern was the most integrated (see Chart B).

At Institution A/Lib-AV the library, although in a separate building, was accessible to the audiovisual center by a corridor. The circulation of print items was handled at the main entrance to the library, while the circulation of nonprint materials was carried out in another area of the library. Circulation of equipment was the responsibility of the audiovisual center.

All library and audiovisual services are located in one central facility at Institution B/LRC, except for the radio and television services. Circulation of print and nonprint materials took place on the fourth floor

while circulation of equipment was on the first floor.

At Institution C/Lib-AV circulation of films and equipment was carried out in the audiovisual center which is on the first floor of the library building. Circulation of other print and nonprint items was carried out at the circulation desk of the library which is also on the first floor.

At Institution D/LRC circulation of print and nonprint materials as well as equipment was carried out at the circulation desk on the first floor of the library. However, all production services were located in a separate building which is approximately two blocks from the library.

In this chapter has been presented the profiles of the institutions; libraries, audiovisual centers, and learning resources centers; and their respective directors and deans. Chapter five will explore the findings regarding resources, staff, funding, and services of the libraries, audiovisual centers, and learning resources centers.

CHAPTER V

ANALYSIS OF DATA

Introduction

The analysis of data is presented in the following manner. The research questions are discussed along a thematic framework of resources, funding, staffing, and services to the patron. The analysis is made on the basis of the research questions rather than by each institutional's response *in toto*.

Anonymity was assured to each interviewee in order to obtain candor. Respondents are identified by the male pronoun as a stylistic convenience. The institutions are identified as Institution A, B, C, and D. As noted in Chapter Four, if the institution had a learning resources organizational pattern it is so identified by the symbol, "LRC". If the organizational pattern consisted of separate library and audiovisual units it is so identified by the symbol, "Lib-AV".

In writing this report, quotations of those interviewed are provided when an individual expressed a particular point of view in succient terms or when such a

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quotation illustrates a particular point of view.

Research Questions and Findings

Interviews and visitations at the four institutions in this case study were accomplished during the month of June, 1974. When necessary followup interviews were conducted via telephone. In all cases the interviewees were responsive and cooperative. The Interview Report in Appendix II indicates the breakdown by institution of the twenty-eight interviews that were conducted.

Philosophical Differences

Research question one will be integrated throughout chapter five since the exposure of similarities and variations in organizational characteristics will be brought to light when dealing with the other research questions. However, it is important to note that the variations that existed between institutions appeared to be based upon the philosophy of the staff and more importantly the director or dean of the organization. All respondents viewed their particular organization's role as being one of "support service". The unanimity of opinion among the librarians, audiovisualists and LR professionals about the role of the library, audiovisual center or learning resources center points to the

importance with which they viewed these several functions.

The difference between the views of LR professionals and the librarians and audiovisualists is a matter of degree. For example, the dean of Institution D/LRC indicated that the role of learning resources was to be the support service for all academic/instructional programs and included the traditional library, audio-visual services, television, computers, duplicating services, and so on. His idea was that the service had to permeate the campus. Likewise, the dean from Institution B/LRC indicated the LRC charge was "being accountable for all materials, hardware and systems to support the instructional program of the college." Personnel at Institutions A/Lib-AV and C/Lib-AV viewed their roles as supporting the instructional program; however their basic role was subdivided by functional specialization, i.e. the library should take care of distribution of materials and the audiovisual center should take care of production of materials and instructional development tasks. At Institution C/Lib-AV, the distribution of films was carried out by the audio-visual center.

The advantages cited by the respondents(see Table 8) for the learning resources center organizational pattern over the traditional organizational pattern reflect what the literature on the subject has suggested. Advantages stated were: (1) increased utilization of

TABLE 8

NUMBER OF RESPONDENTS INDICATING PERCEIVED ADVANTAGES OF LRC COMPARED TO SEPARATE LIBRARY AND AUDIOVISUAL CENTERS

INSTITUTION	INCREASED UTILIZATION OF MATERIALS	BETTER BIBLIOGRAPHICAL CONTROL	GREATER EFFICIENCY	CLOSER WORKING RELATIONSHIP BETWEEN UNITS	BETTER UTILIZATION OF FUNDS	LESS DUPLICATION	CHANGE ATTITUDE OF USER TO SINGLE INFORMATION SOURCE	GREATER IMPACT OF MEDIA UPON CAMPUS COMMUNITY	NONE
A/Lib-AV	1	1	1	1	0	0	1	1	3
B/LRC	4	4	4	1	1	0	2	0	0
C/Lib-AV	1	1	1	0	0	2	0	0	2
D/LRC	3	2	0	2	0	1	0	1	0

Source: Analytical data from interviews.

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materials because of greater access to materials through central bibliographical control, (2) greater efficiency in terms of less duplication of materials and efforts of staff, (3) closer working relationship between librarians and audiovisualists, (4) better utilization of funds, and (5) a change of attitude of the user to the concept of a single information source.

Advantage five above was stated by one LR professional in the following manner:

> If we as media people are there to promote materials and distribute them,[then] there is no reason why we can't be there to produce them if we don't find them available commerically. So its a logical kind of thing if I am materials oriented[for me] as an instructor to come to one place. As the instructor I want the information that is in the materials. Beyond what I have just mentioned is the real payoff, and that payoff is that if we are ever going to rearrange thinking and attitudes towards this being an information center then we must realize that there is no hierarchy of information--the place to get information is where its at.

Five respondents felt that there was no real advantage of having the library and audiovisual services combined. All of these respondents were from institutions that had separate library and audiovisual units. A respondent from Institution A/Lib-AV stated the following:

> I can see no advantage. . . . Regardless if you have the intergrated approach you still have to have a competent person in charge of the production. I think you still have to have a competent person in charge of the library. Given competent people in those two areas--since I think there is a functional division between the two that can't be resolved by any type of administrative structure--to have a so-

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> called dean of learning resources is to have another job that has no real function above and beyond than what we have here[institution X] . . . . Therefore I don't see that a dean of learning resources, after you strip away all the trappings, is going to make that much of an impact to earn that rather attractive salary. Now I know that some deans of learning resources have been able to make an impact accross campus, but I don't believe it was because of the structure. It was because they were extra-ordinary individuals.

The major drawback of combining library and audio-visual services perceived by the respondents was "attitude of personnel"(see Table 9). This drawback consisted of various parts such as: (1) an element of confusion by staff of what the concept is, (2) some librarians feel that audiovisual services dilute their services, (3) audiovisualists feel that librarians don't really want to help people but preserve things, and (4) a willingness of staff to work in both areas.

Twenty-two individuals out of a total of twenty-eight interviewees (that is 77 percent) identified "attitude of personnel" as a major drawback of the learning resources organizational pattern. One can conclude that attitude is the most important factor, perceived by librarians, audiovisualists and LR professionals in this study, in determining success of a learning resources center.

One respondent pointed to the importance of the director of the combined operation having a commitment to the total concept, because if he did not he would have

TABLE 9

NUMBER OF RESPONDENTS IDENTIFYING MAJOR DRAWBACKS OF LRC

INSTITUTION	EXPECT TOO MUCH OF ONE PERSON	ATTITUDE OF PERSONNEL	LACK OF UNDER-STANDING OF CONCEPT BY HIGHER ADM. AUTHORITIES	ADD. COST OF THE POSITION OF DEAN OF LRC	LACK OF PEOPLE AND FUNDS TO DO ADD. WORK THAT WOULD BE GENERATED	NONE
A/Lib-AV	0	6	1	1	0	0
B/LRC	1	8	2	0	0	0
C/Lib-AV	0	4	0	0	2	1
D/LRC	1	4	0	0	0	1
Totals	2	22	3	1	2	2

Source: Analytical data from interviews.

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a tendency to direct learning resources into one area or the other and the program would be unbalanced(not so much in terms of materials as in the philosophy of the staff). He suggested that if there is not an understanding of the philosophical basis for the learning resources concept then it could be a deterrent in combing the library and audiovisual units.

In speaking to the lack of understanding of the LRC concept by higher administrative authorities and subsequently the possible adverse affects, one respondent from Institution B/LRC stated the following:

> I see administratively some real problems with this sort of scheme(i.e. learning resources). I see them in the sense that administrators don't understand the scheme so sometimes there is a tendency for you[the LRC] to be shortchanged budgetwise--especially if a newer administrator comes in and has been raised in the traditional aspects. The budget may seem large and inordinate to what he thinks a library needs, not knowing that in the old scheme[organization] that he came from the audiovisual budget, for example, came from a separate budget. It takes a long time for you to get people to understand what you are doing.

One individual at both Institutions B and D indicated that under the learning resources organization there is the disadvantage that too much is expected of one individual. This argument is a classic one that Professor Larson brought out in his debate in 1955 with Dr. Shores regarding the disadvantage of combination. This drawback is perhaps more appropriately attributed to the <u>way</u> the learning resources concept is implemented rather than the concept itself.

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Resources

Research Question Two addressed itself to the variations and similarities which exist in types and quantity of resources (materials, equipment and facilities) between learning resources centers and library and audiovisual departments in this study.

Materials

The number of materials owned by the various institutions are presented in Tables four and five. Institution B/LRC had the largest collection of both print and nonprint materials with a total of 18,745 nonprint items and 808,656 traditional library materials (see Table 10).

TABLE 10

TOTAL MATERIALS HELD*

INSTITUTION	TRADITIONAL LIB. MATS.	NONPRINT MATS.	TOTAL
A/Lib-AV	667,640	2,989	670,629
B/LRC	808,656	18,745	827,401
C/Lib-AV	350,845	2,300	353,145
D/LRC	380,977	1,240	382,217

*The total figures in this table represent number of volumes, microform volume equivalents, other microforms not included in volume equivalents, and number of government documents (the number of documents was arrived at by taking an average of 20 items per linear foot).

Source: HEGIS report and Institutional Data.

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Institution C/Lib-AV had the lowest number of total items but it was also the smallest institution in the study. When one compares the index of the materials held per FTE Student (see Table 11). Institution C/Lib-AV held the

TABLE 11

NUMBER OF BOOKS, PERIODICALS, AND NONPRINT ITEMS HELD (Per FTE Student, Fall 1973)

INSTITUTION	VOLS. PER FTE STUDENT	PERIODICAL TITLES PER FTE STUDENT	NONPRINT ITEMS PER FTE STUDENT
A/Lib-AV	30.1	.28	.35
B/LRC	44.1	.23	2.19
C/Lib-AV	44.8	.43	.52
D/LRC	24.6	.35	.23

Source: Analytical data computed from information presented in Tables One, Four, and Five.

greatest number of volumes per FTE Student with 44.8 and Institution B/LRC was second with 44.1 volumes held per FTE Student. Institution D had the lowest index of volumes held per FTE Student with 24.6 and Institution A/Lib-AV had 30.1.

With one institution from the learning resources type and one from the separate library and audiovisual type having the largest index of volumes per FTE Student one is brought to the conclusion that the type of organizational pattern alone cannot be used as an indicator of the amount of

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materials that will be acquired.

Both the smaller institutions (C/Lib-AV and D/LRC) had a higher index of periodical titles held than the two larger institutions (A/Lib-AV and B/LRC). This difference in titles can be attributed to the need for a basic periodical collection to be maintained by any institution and the size of the periodical collection does not increase at the same rate proportionally with size of student body. Whether the institution had a learning resources center or separate library and audiovisual units appeared to have no effect on the number of periodical titles held.

Institution B/LRC also had the highest index of nonprint materials held with 2.19 per FTE Student. Institution D/LRC had the lowest index with .23. On the basis of the four institutions studied, one must conclude that from the organizational pattern alone, it is not possible to predict comparative size of nonprint holdings.

Physical Facilities and Equipment

Similarities and differences were found to exist in the physical facilities at the four institutions studied. At all institutions the library, audiovisual or learning resources services were located in more than one building. At Institutions A, B, and C the television and radio services for the campus were located separately from the audiovisual services even though they were responsible to the director of audiovisual services or the dean of learning resources.

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All institutions had approximately equal student-seating ratios. The major difference in the assignment of space was between Institution C and D in the area of audiovisual services. Institution C had approximately 4,000 sq. ft. devoted to the audiovisual center while Institution D had 20,000 sq. ft. Part of this difference can be explained by the fact that Institution D had a Masters program in Audiovisual Technology while Institution C had only a limited number of courses offered in the area of audiovisual education. In addition, the television studio at Institution D was included within the 20,000 sq. ft. while at Institution C it was separate from the audiovisual center and not included within the 4,000 sq. ft.

At all institutions equipment was distributed in access points throughout the campus, with a central distribution point being in the audiovisual or learning resources center to serve as a backup and other miscellaneous needs. In both institutions that had separate library and audio units the distribution of equipment was handled by the audiovisual center. In the learning resources units the distribution was handled by the circulation department (which circulated books, nonprint materials, and equipment).

The amount of equipment owned by the various institutions is given in Table 12. At all institutions centralized control of the inventory and distribution of all

TABLE 12

AMOUNT OF EQUIPMENT OWNED BY INSTITUTIONS
(As of July 1, 1973)

INSTITUTION	MOTION PICTURE PROJECTORS	SLIDE PROJECTORS	FILMSTRIP PROJECTORS	FILM LOOP PROJECTORS	OPAQUE PROJECTORS	OVERHEAD PROJECTORS	PHONOGRAPHS	TAPE RECORDERS	TV MONITORS AND SETS	VIDEO TAPE RECORDERS
A/Lib-AV	81	338	38	41	21	171	78	470	106	45
B/LRC	93	214	122	85	50	144	141	427	113	83
C/Lib-AV	95	81	67	30	25	110	75	194	19	7
D/LRC	130	160	81	61	27	200	25	275	195	52

Source: Institutional Equipment Inventories.

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equipment was the responsibility of the audiovisual or learning resources center.

Summary of Resources

On the basis of the four institutions studied, one must conclude that the organizational pattern alone cannot be used as an indicator of the amount of traditional library materials, nonprint materials, and equipment a particular institution will hold.

Because of local history and institutional circumstances, functions were located in a variety of facilities and places. This variation was not attributed to the type of organizational pattern; instead, it was due to such conditions as the availability of physcial space to house the needed activities of the library, audiovisual center, or learning resources center. For example, although Institution C/Lib-AV had separate library and audiovisual units the two were physically located in the same building. At Institution D/LRC on the other hand, the library activities were located in a separate building from the audiovisual(i.e. production) activities. At Institution A/Lib-AV the library and audiovisual units were in separate buildings, while at Institution B/LRC the library and audiovisual services were in the same building. Circulation checkout of nonprint materials at Institution B/LRC, however, was carried out on the first and second floor while circulation checkout of print materials was on the fourth floor.

The degree of integration of library and audiovisual services varied from institution to institution with little, if any, correlation to organizational pattern. The type of organizational pattern was a factor, in the opinion of the LR professionals, in obtaining greater integration at their institutions.

Funding

Research question three asked the following: Does funding for the library or audiovisual program differ if the departments are separate or combined in the institutions studied?

In attempting to compare operational expenditures one must recognize that certain problems exist in the figures that are reported. For example, the amount reported as the supply budget for audiovisual supplies at Institution B/LRC includes reimbursements for "charge-back" items to the departments(i.e. funds received from departments which purchased services). At Institution A/Lib-AV there are no "charge-back" monies because user costs are not charged to departments.

Another example concerns purchase of nonprint materials. At Institution C/Lib-AV departments purchase their own copies of filmstrips and other nonprint materials from their various departmental budgets, whereas at Institution D/LRC all requests for print or nonprint

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materials must clear through the learning resources center and are charged to the LRC budget. Likewise, the instructional(i.e. teaching departments of library science or audiovisual education) cost component may be included within the budgets of the library, audiovisual or learning resources center. Therefore, it is virtually impossible, with the current state of reporting costs, to obtain completely accurate and comparable figures. However, every attempt has been made to adjust the figures to reflect comparable expenditures.

Although the "Higher Education General Information Survey" figures in addition to the institutional annual reports were used as the sources for the statistics reported in this study, some adjustments still had to be made. As Slanker noted in her article on the gathering of library statistics: "Although library statistical data are being collected now, they are not standardized and in most cases cannot be compared."[1] In the future this situation may be corrected with the further development and refinement of the Library General Information Survey(LIBGIS). With the above comments in mind, financial comparisons will be made.

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[1]Barbara O. Slanker, "Developing LIBGIS with State Participation," in The Bowker Annual of Library & Book Trade Information, 19th ed. (New York: R. R. Bowker Company, 1974), p. 225.

Total operating expenditures for the fiscal year 1972-73 are given in Table 13. Institution A/Lib-AV had the largest expenditure with a total of $1,147,566. It also had the largest index for total expenditures per FTE Student(see Table 14). However, Institution B/LRC reported the largest index for materials' expenditures per FTE Student with an average of 48 dollars. Institution D/LRC had the lowest index with 30 dollars spent per student.

On total operating expenditures the major difference between Institution A/Lib-AV and Institution B/LRC was in two areas: salaries and materials. Institution B/LRC spent a total of $410,528 for purchase of print and non-print materials while Institution A/Lib-AV spent only $305,905. In the area of salaries the reverse was the case. Institution A/Lib-AV spent $573,780 while Institution B/LRC only spent $490,143. The existence of more staff at Institution A/Lib-AV accounts for the majority of difference between the two institutions. The larger staff at Institution A/Lib-AV was not attributed to the separation of the library and audio-visual functions; rather it was because of the greater variety and amount of service provided by the audio-visual center at Institution A/Lib-AV.

The total expenditures per FTE Student were the

TABLE 13

TOTAL OPERATING EXPENDITURES
(Fiscal Year 1972-73)

INSTITUTION	BOOKS & OTHER PRINTED MATS.	PERIODICAL SUBSCRIP-TIONS	AUDIOVISUAL & OTHER NONPRINT MATS.	BINDING	PERSONNEL SALARIES*	OPERATING EXPEND-ITURES**	TOTAL
A/Lib-AV	$238,447	$57,[illegible]75	$10,082	$[illegible]11,638	$573,780	156,206	$1,[illegible]143,568
B/LRC	[illegible]45,960	31,659	61,900	16,06[illegible]	490,1[illegible]3	[illegible]6,3[illegible]8	9[illegible],0[illegible]5
C/Lib-AV	95,626	40,512	1,000	11,274	367,054	37,707	553,173
D/LRC	114,000	48,000	Included in Books	2,000	317,631	39,621	521,252

*Salaries of instructional staff have been substracted out. The figures include only salaries of professionals, clerical and student personnel.

**Includes expenditures for purchase of audiovisual and replacement equipment as required by the HEGIS Report. However, expenditures for other capital outlay are excluded.

Source: HEGIS Report and Institutional Data.

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INSTITUTION	MATERIALS	TOTAL EXPENDITURES
A/Lib-AV	$36	$136
B/LRC	48	113
C/Lib-AV	31	126
D/LRC	30	97

Source: Analytical data computed from information presented in Tables One and Thirteen.

lowest at institutions with a learning resources organizational pattern. One might conclude from this that funding for these academic support services is lower at institutions with a combined library and audiovisual unit; or, that institutions which have a combined approach are more efficient, and thus do not require as much funding per FTE Student. In the opinion of this writer, both conclusions are not justifiable at this point. Only after equal reporting systems are established at the institutions and comparable data are obtained will such comparisons be justified.

The most reliable and comparable figures at this time are the amounts spent on purchase of materaials.

Even in this area, however, some problem exists when one notes that at one institution a department on campus may purchase instructional materials out of their own supply budget whereas at another institution only the library, audiovisual center or learning resources center can purchase instructional materials for use on that campus. The result being, of course, that the figures reported only reflect that portion of materials purchased by the library, audiovisual center or learning resources center for the instructional program on that campus. This figure may or may not be a true figure of the total funds spent by an institution for materials to support the instructional program of that academic community.

The majority of the respondents felt that there would be no difference in funding between separate library and audiovisual units compared to learning resources centers(see Table 15). As one respondent noted:

> I think that the effect of a unified library-av budget over and against separate audiovisual and library requests to the budgeting authority would be far less in importance than the statement of reason why it is needed.

Among the respondents who indicated that more funding would be forthcoming with a learning resources center, were the two deans of learning resources. Both deans indicated that they had an increase in funding because an agressive position was taken to secure additional support for the learning resources concept.

TABLE 35

NUMBER OF RESPONDENTS INDICATING TYPE OF FUNDING EXPECTATION
(LRC Compared to Separate Library and AV Units)

INSTITUTION	MORE FUNDING WITH LRC	LESS FUNDING WITH LRC	NO DIFFERENCE
A/Lib-AV	0	1	7
B/LRC	2	2	5
C/Lib-AV	0	0	6
D/LRC	3	0	2
Totals	5	3	20

Source: Institutional Data.

In addition, the dean from Institution D/LRC indicated that more flexibility, in terms of transfering money from one account to another, was possible. Both deans also felt that by being members of the deans council provided them with more input, visibility, and "clout" among the administration of the institution. The librarian from Institution A/Lib-AV, on the other hand, indicated the following:

> I have heard so-called deans of learning resources say that they are right in there at the budget review and that they are able to get a better budget mix for the two things. We have not found that to be true. I have complete input into the

budget process. . . . I really feel that on this campus that our budget officers are very objective about the needs and I don't think we are fighting audiovisual for funds.

Three respondents indicated that they thought there would be less funding with the learning resources as compared to separate library and audiovisual units. The reason for this in their opinion was because of more efficient use of personnel. As one respondent stated: "My guess is that you would have less funding with a combined situation because I would like to think that a combined unit is more efficient because you are using your people better." The information obtained in this study, however, does not support the above assumption.

All respondents indicated that there should be no difference in the materials budget because of a difference in the organizational pattern.

Summary of Funding

In comparing the actual expenditure patterns of the institutions with the perceptions of the respondents, no clear pattern becomes evident. The conclusion that this author must make is that the majority of respondents are correct in suggesting that the organizational pattern should not, and probably does not, play an important role in the determination of the amount of funding support that is provided by the institution. However, flexibility

in use of funds(i.e. being able to transfer monies from one account to another) is certainly more possible within the learning resources center than among separate library and audiovisual units.

Staffing

Comparable staffing figures were developed to determine if separately administered library and audiovisual departments cause duplication in staffing compared to staff needs when units are combined into a learning resources organizational unit. In the figures reported on the Higher Education General Information Survey, Institutions A and C reported only the staff assigned to library service. Institution B's figure included all staff assigned to the learning resources unit which included library, audiovisual, and instructional staff for the department of library and audiovisual education. Institution D reported the staff devoted to library service but some of those individuals also teach from time to time in the Media Technology department. The figures reported in this study represent the full-time equivalents devoted to library and audiovisual service. Instruction time has not been included in any of the figures reported.

Table 16 presents the total full-time staff as of October 1, 1973 that was assigned to service functions

(Full-time equivalents as of October 1, 1975)

INSTITUTION	PROFESSIONAL STAFF	SUPPORT STAFF	TOTAL
A/Lib-AV	19.5	31.5	51
B/LRC	20	27	47
C/Lib-AV	10.25	22	32.25
D/LRC	14.33	13	27.33

Source: HEGIS Report and Institutional Data.

in the library, audiovisual center, or learning resources center. Institution A/Lib-AV had a total of 51 staff which was four more than Institution B/LRC. Likewise, Institution C/Lib-AV had 4.92 more staff than Institution D/LRC.

When the total staff per 1,000 FTE Students was computed(see Table 17) it is interesting to note that both Institution A and C(separate library and audio-visual) had a lower professional staff index than did Institutions B and D which were of the learning resources type. The index for support staff, however was higher in the case of Institutions A/Lib-AV and C/Lib-AV than in Institutions B/LRC and D/LRC, resulting in the

INSTITUTION	PROFESSIONAL STAFF	SUPPORTIVE STAFF	TOTAL
A/Lib-AV	2.30	5.74	8.04
B/LRC	2.34	3.20	5.54
C/Lib-AV	2.33	4.99	7.32
D/LRC	2.66	2.41	5.07

Source: Analytical data computed from information presented in Tables One and Sixteen.

total staff index being higher for the separate library and audiovisual organizations as compared to the learning resources organizations.

Part of the reason for the increased staff on the part of Institution C/Lib-AV over Institution D/LRC might be explained by the fact that they added 19,586 items to their collection as compared with 8,046 added by Institution D/LRC. However, Institution D/LRC does provide more audiovisual services than does Institution C/Lib-AV. Likewise, Institution A/Lib-AV added 28,803 items in 1972-73, whereas Institution B/LRC added 25,000 items. Also, Institution A/Lib-AV provided

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production services to commercial firms in the community which institution A/Lib-AV did not do. These two reasons explain for the most part the larger staff index at Institution A/Lib-AV when compared to Institution B/LRC.

In order to arrive at the perception of the respondents regarding duplication of staffing(see Tables 18 and 19) the following questions were asked of:

> Librarians and audiovisualists: If library and audiovisual departments were combined, do you think there would be a change in staffing?
>
> LR Professionals: Has there been a change in staffing(number and utilization of) since the library and audiovisual units were combined?

Some difficulty on the part of some respondents in answering this question was found to be evident because of the inability to determine if more staff was required because additional tasks were assumed when merger took place, or if, in fact, more staff would have been required even if combination had not taken place.

Three respondents at Institution A/Lib-AV felt there would be no change in staffing whatsoever if the library and audiovisual departments were combined into one unit. They felt that, as did the two respondents from Institution C/Lib-AV, the staff would still be doing what had been done prior to merger, and there would simply be an additional person at the "head" of the administration.

TABLE 18

RESPONSES BY LR PROFESSIONALS REGARDING STAFFING
(Question: Has there been a change in staffing[number and utilization of] since the library and audiovisual units were combined?*)

INSTITUTION	LESS STAFF	MORE STAFF	NO CHANGE	CHANGE IN UTILIZATION OF STAFF
B/U	2	1	2	7
D/U	3	0	0	5

*If the individual interviewed was not familiar with the organization prior to merger, the question was changed to: Should there be a change in staffing(number and utilization of) when the library and audiovisual units are combined?

Source: Institutional Data.

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TABLE 19

RESPONSES BY LIBRARIANS AND AUDIOVISUALISTS REGARDING STAFFING
(Question: If library and audiovisual departments were combined, do you think there would be a change in staffing?)

INSTITUTION	LESS STAFF	MORE STAFF	NO CHANGE	CHANGE IN UTILIZATION OF STAFF
A[illegible]	1	0	3	0
C[illegible]	0	1	2	1

Source: Institutional Data.

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One respondent from Institution A/Lib-AV felt a change would result in reduction in staff because any change in that particular system during the current period of tight enrollments, budget cuts, etc., had resulted in a loss of positions. This person did not think there would be a reduction because of greater efficiency resulting from the combination of the two units as did two interviewees from learning resources at Institution B/LRC.

Likewise, the individuals who stated that more staff would be required felt this would be the case only if there was a philosophical change on the campus. This change would thus require more staff in order to meet the new and increased demand upon the services that a learning resources center would be offering in order to implement the philosophical concept.

The majority of the respondents felt that there would be a change in the utilization of staff if the library and audiovisual services were combined at Institutions A and C. This is consistent with how the respondents who were working in a combined environment (Institutions B and D) reported what had taken place. As one respondent put it:

> First, there is no reason to believe that there should be any difference in number. In some cases it will take more and in some cases it will take less. The role of people is what changes. It

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[illegible] staff start to work in a [illegible] that may not only change their role but their concept of other people's roles. They start to see that we are not so cognizant of some of the things that professionals thought to be big barriers.

Both of the deans of the institutions with learning resources emphasized the fact that more flexibility is obtained with a combined staff. The expertise of the staff, it was felt, could be utilized to a fuller extent and better advantage in a learning resources environment; and that the utilization of some personel in instruction as well as in service was for the betterment of the institution. As one dean stated:

> Most of our people have a split assignment which gives us a lot of flexibility that we would not be able to have otherwise. It also gives us another thing in that we are able to use our best people to do the teaching. Who is better qualified to teach cataloging for example than the person who does it in the library? It is like the medical shcool where you have the practicing physician teach in the medical school. I would hasten to add that there are some disadvantages to this because a person might feel that he is doing maybe 110 percent instead of 100 percent. But I do feel that the advantages outweigh the disadvantages. We do have some people full-time one way or the other, however, which I think you will always have.

Another difference noted in utilization of staff was the greater emphasis placed on instructional development. The staff of the learning resources unit was more oriented to instructional development than were the total library and audiovisual staff in traditionally organized

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service institutions.

All the respondents from institutions A and B [illegible] indicated that a change in attitude or a commitment to the concept of learning resources was necessary on the part of the staff or the operation would not be any more successful than having the traditional separate library and audiovisual departments. This finding is in agreement with the conclusions of Ellison when he states that "the nature of the available peronnel needed for such a center is. . . critical. The staff must understand and accept the learning resources center concept if it is going to work and work well."[1]

Summary of Staffing

The findings of this study could not substantiate the claim that by having separately administered library and audiovisual departments combined, duplication(if any existed) in staffing is eliminated. In other words, this study found that by having a learning resources organizational pattern does not in itself mean that the same tasks can be accomplished with less staff.

The deans of learning resources felt that flexibility in the use of personnel was greater in a learning resources organization than in separately administered library and

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[1]John William Ellison, "The Identification and Examination of Principles which Validate or Repute the Concept of College or University Learning Resources Centers" (Ph.D dissertation, The Ohio State University, 1972), p. 221.

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audiovisual units.

There was not as much emphasis on instructional development by the total library and audiovisual staff in traditionally organized service facilities as by the learning resources centers' staffs.

The most significant aspect in staffing is the attitude of the staffs involved in the organization. Without a philosophical commitment to the concept of learning resources and an understanding of the concept by the staff, a learning resources center will not be successful.

Services Provided the Patron

Research question five focused on individual perceptions of difference in the services provided by combined services compared to separate services. Specifically, the respondents were asked the following question:

> In your opinion, is there any difference in services provided the patron under the learning resources organization as compared to separate library and audiovisual departments?

"Better bibliographical control" and "more convenient for the user" were the differences most often cited between the services provided the patron of a learning resources center as compated to a separate library and audiovisual center (see Table 20). Greater accessibility and less confusing for the user were also often cited as differences between the learning resources center and the separate library and audiovisual center. One respondent

TABLE 20

RESPONSES BY INTERVIEWEES REGARDING SERVICE
(Question: Do you see any difference in the service provided the patron by separate library and audiovisual units as compared to a learning resources center?)

INSTITUTION	Yes					No
	MORE CONVENIENT FOR USER	GREATER ACCESSIBILITY	LESS CONFUSING FOR USER	BETTER BIBLIOGRAPHIC CONTROL	MORE COMPLETE SERVICE	
A/Lib-AV	2	2	1	0	0	1
B/LRC	4	2	2	6	2	0
C/Lib-AV	2	0	1	3	0	1
D/LRC	3	3	1	2	0	0

Source: Institutional Data.

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summed it up by saying that "the main thing is that it is easier for the patron to know what is available if there is only one place to come."

A respondent from Institution C/Lib-AV indicated that since the audiovisual center on their campus closed at 4:30 p.m. the services were not as convenient for the patron as they might be if the library and audiovisual center were combined. The assumption underlying this statement was that if combined, the student would have access to all forms of materials and equipment during "library" hours.

The director of the library at Institution A/Lib-AV and the audiovisual director at Institution C/Lib-AV felt that there would be virtually no difference in service. As the audiovisual director stated:

> You have to have a place for every service and function. The only difference that I can see is that this "x" number of square feet would not be referred to as the audiovisual center but would have some other title. The function would still be here.

Or as the librarian from Institution A/Lib-AV stated:

> I don't see any difference. The only possible thing is a mechanical thing of equipment distribution. We have the films but the equipment to be used by the patron must be checked out at the AV center. It might seem that this would be handier to have all in the same place, but my answer to that is this: We are under one roof since we are connected by a corridor and we are as close to the equipment check-out as they are in a number of buildings where they have been built into one building.

Respondents from Institution D and B (LRC's) clearly indicated that they felt that a change in service to the patron takes place by combining library and audiovisual

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services. The majority of answers illustrated one of the classic arguments for having the learning resources organizational pattern and that is that better bibliographic control is obtained, which in turn makes it more efficient and convenient for the user to find and utilize the resources therein.

One respondent from Institution B/LRC indicated:

> It is less confusing for the user because if you have the two separate (i.e. library and audiovisual) there is a psychological thing that the patron thinks this service over here gives this, and this one over here gives that. They can't be equal because they have something different. The patron has that viewpoint of it and the person serving in that organization has that viewpoint. When they are together administratively and physically, the patron has an idea that he is getting a service that is equal across the board and doesn't have that psychological problem.

The observation was expressed by another respondent when he stated that it is very possible that you can have very similar or parallel services but the important point is an attitudinal one.

> Yes, I could get all the things I need produced in the audiovisual center. I can get the reference help that I want, etc., from the academic library. Attitudinally, I am suggesting something to the user that there is a reason why these things need to be in different places. Subconsciously I am suggesting this to the user. This in turn leads the user to a dilemma when he leaves the academic community and attempts to transfer his approach to information in the outside world. This, of course, has implications for making the public library a more viable institution.

The above observations have not been traditionally mentioned in the literature as a benefit of a learning resources organizational pattern over the separate service facilities.

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One respondent felt that the patron receives more complete service from a learning resources center, even though he may go away equally satisfied with the service he received in a learning resources center or in a separate library or audiovisual center. Or as he stated it:

> Supposedly, when persons come into a learning resources center they are supposed to go away satisfied. Their satisfaction is probably the same whether they went to a learning resources center or to a library because they didn't know what was available in the first place. If you go in and are looking for just one article on a subject and you get that article, you are satisfied. If you go into a place and they give you more than that you are still satisfied.

Several individuals in both Institutions B and D(LRC's) indicated that the learning resources center attempts to get at "the one-stop shopping concept." How a particular institution accomplishes this goal varies. Institution B/LRC for example housed all materials and production services in one central building. Within that building, however, books were checked out at one desk on the fourth floor, while equipment was checked out on the first floor. Institution D/LRC checked out all materials and equipment at one desk in the library building; but for assistance in production of materials the patron had to travel to another building across campus. Institution C/Lib-AV has the audiovisual center in the same building as the library and thus in one sense is more convenient for the user to get production assistance and traditional library assistance than if he had to go to two separate

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buildings. Ideally it would appear that a central facility along with the combining of like functions within that facility would be the best solution. However, in practice one must conclude from the institutions studied that the existence of available physical-plant space may very well be the major determining factor in the implementation of the "one-stop shopping concept."

Finally, one respondent stated that the greatest benefit to the patron in having combined services is that he becomes better educated toward all services that he should have a right to expect. In addition, the staff within the organization obtains a better perception of the total information picture, thereby they are better able to provide more complete service to the patron.

Summary of Services

The majority of responderts in this study felt there would be some difference in the service provided the patron by a learning resources center as compared to separate library and audiovisual units. The two most often cited differences in service were that the learning resources center would provide (1) better bibliographical control, and (2) would be more convenient for the user.

The psychological affect of the type of organizational pattern upon the user was brought out by two respondents as an important consideration in the measurement of a difference between learning resources compared to separate library and audiovisual units.

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For the institutions studied, the existence of available physical-plant space (and not the type of organizational pattern) appeared to be the major determining factor in the implementation of the "one-stop shopping concept."

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CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

Summary

Purpose

This study investigated the organizational characteristics employed in selected learning resources centers with the characteristics in selected traditionally organized service facilities (i.e. libraries and audiovisual units) of senior colleges in the states of Minnesota and Wisconsin. The purpose of the study was to determine the variations and similarities in any or all characteristics identified for examination.

Methodology

Four senior colleges in the states of Minnesota and Wisconsin were studied. The colleges studied were chosen by the type of organization they now exhibited.

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(i.e. two that had a learning resources center and two that had traditional separate library and audiovisual departments). All institutions chosen were public-supported, had a minimum enrollment of 2,000 students, and a library collection of at least 100,000 volumes.

A semi-structured interview, observation, and examination of documentary evidence were the techniques used to collect the data for this case study. Questions were directed to the directors of the libraries, audio-visual centers and learning resources centers as well as professionals within these organizations.

In order to assure candor on the part of the respondents, anonymity was promised for both the person and the institution, though the type of organization was indicated in the coded descriptor for each.

The research questions which guided the collection and analysis of data were:

1. What variations and similarities exist in organizational characteristics between the learning resources centers and the traditionally organized service facilities in this study?
2. What variations and similarities exist in types and quantity of resources (materials, equipment and facilities) between learning resources centers and library and audiovisual departments in this study?
3. Does building for the library or audiovisual

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program differ if the departments are separate or combined in the institutions studied?

4. Does separately administered library and audiovisual departments cause duplication in staffing?
5. In the opinion of the respondents, is there a difference in the service provided the patron between a learning resources center and traditionally organized service facilities?

Findings

Limited Number of Cases

A caveat should first be provided the reader: the organizational characteristics at only four institutions have been studied. Additional case studies will need to be made to test the major findings of this study. With only four cases described it is not possible to generalize the findings into theories applicable to the learning resources or separate library and audiovisual organizational patterns in other colleges or universities. However, the comparisons made in this study are presented as a means toward documenting variations and similarities between two different organizational patterns in senior colleges that attempt to provide basically the same support service for the instructional program of their respective institutions. With the accumulation of additional cases, theorization may begin with a more solid foundation than is now possible.

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Variations and Similarities among Institutions

Research question one findings are integrated among all the research questions of this study. The variations and similarities that existed between learning resources centers and the traditionally organized service facilities were contributed more to institutional differences and philosophy than to variation in organizational pattern.

As many authors have stated, the "new" library function must incorporate composite thinking that goes beyond the traditional modus operandi. When one considers that such closely allied professions as "library" and "audiovisual" have displayed some reluctance to work with each other, it may be more difficult to accomplish the goals of each profession which are essentially the same in that they provide resources to support the educational program.

The unanimity of librarians, audiovisualists, and LR professionals in perceiving the role of their perspective organizations as one of support of the instructional program on the campus would tend to substantiate the rationale that the inability to meet on a common ground would appear to be unnecessary since the goals are essentially the same.

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Resources

On the basis of the four institutions studied, one must conclude that the organizational pattern alone cannot be used as an indicator of the amount of traditional library materials, nonprint materials, and equipment a particular institution will hold.

Because of local history and institutional circumstances, functions were located in a variety of facilities and places. This variation was not attributed to the type of organizational pattern; instead, it was due to such conditions as the availability of physical space to house the needed activities of the library, audiovisual center, or learning resources center. For example, although Institution C/Lib-AV had separate library and audiovisual units the two were physically located in the same building. At Institution D/LRC on the other hand, the library activities were located in a separate building from the audiovisual (i.e. production) activities. At Institution A/Lib-AV the library and audiovisual units were in separate buildings, while at Institution B/LRC the library and audiovisual services were in the same building. Circulation checkout of nonprint materials at Institution B/LRC, however, was carried out on the first and second floor while circulation checkout of print materials was on the fourth floor.

The type of organizational pattern was a factor, in the opinion of the LR professionals, in obtaining greater integration at their institutions.

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Funding

In comparing the actual expenditure figures of the institutions with the perceptions of the respondents, no clear pattern becomes evident. The conclusion that this writer must make is that based upon the actual 1972-73 expenditures, the majority of respondents are correct in suggesting that the organizational pattern should not and probably does not, play an important role in the determination of amount of funding support that is provided. However, flexibility in use of funds (i.e. being able to transfer monies from one account to another) is certainly more possible within the learning resources organizational pattern than among the separate library and audiovisual units.

Staffing

The findings of this study could not substantiate the claim that by having separately administered library and audiovisual units combined, duplication in staffing is eliminated. In other words, by having a learning resources organizational pattern does not in itself mean that the same tasks can be accomplished with less staff.

Flexibility in use of personnel, on the other hand, does indeed appear to be greater in a learning resources organization than in separately administered library and audiovisual units. However, as one respondent pointed out, there is a point in which flexibility can be

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"overused." When in the course of events this point of overuse is reached is not known. Further research into this area is needed.

The most significant aspect in staffing is the attitude of the staff involved in the organization. Without a philosophical commitment to the concept of learning resources and an understanding of the concept by the staff, a learning resources center will not be successful.

Services Provided the Patron

The majority of respondents in this study felt there would be some difference in the service provided the patron by a learning resources center as compared to separate library and audiovisual units. The two most often cited differences in service were that the learning resources center would provide (1) better bibliographical control and (2) would be more convenient for the user.

The psychological affect of the type of organizational pattern upon the user was brought out by two respondents as an important consideration in the measurement of a difference between learning resources compared to separate library and audiovisual units.

For the institutions studied, the existence of available physical-plant space (and not the type of organizational pattern) appeared to be the major determining factor in the implementation of the "one-stop shopping concept."

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Conclusions

The basic conclusion to be drawn from the limited number of case studies which have been examined is that the full potential of the learning resources center in senior colleges has not been reached. The existence of a learning resources organizational pattern does not necessarily mean that the services made available for use by the academic community are in effect different from the separate library and audiovisual administrative pattern.

Institution D/LRC, for example, maintained separate physical facilities for the library and for production or audiovisual services, while institution D/LRC had all services located in one building except for the television and radio services which were in a separate building as was the case with Institutions A/Lib-AV and C/Lib-AV. In Institution C/Lib-AV the audiovisual services were separate but located in the same building as the library thus making the accessibility in terms of physical plant greater than at Institution D/LRC.

Another conclusion to be drawn from these case studies is that the attitude of the individual or individuals may be the most important factor influencing the degree of success of the organizational pattern. Within Institution A/Lib-AV the librarian is definitely opposed to the idea of combining the library and audiovisual services, therefore the success of such a move would be doubtful.

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In both institution A and B the dean of learning resources is a dynamic individual and committed to the philosophy of learning resources. They in turn have been able to obtain the necessary administrative support from the senior administrative level to implement the concept at their respective institutions. Without such a commitment by the dean as well as individuals within the learning resources organization it is doubtful that the programs would have achieved any degree of success. Whether the services provided are under a learning resources organizational pattern or a traditional separate library and audiovisual organizational pattern, the attitude of the professional personnel may be the key variable. Certainly, it would appear that top priority should be given to the selection of staff members who have the desire and talents to develop support services and programs of the highest order.

Katz' remarks are an appropriate concluding statement:

> Whether the librarian accepts or rejects the notion of the library as a media center, or accepts or rejects a separate or closely allied center, the fact remains that media and technology are forcing change on traditional concepts of library services.[1]

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[1]William A. Katz, Introduction to Reference Work, v. 2 Reference Services and Reference Processes, 2nd ed. (New York: McGraw-Hill Book Co., 1974), p. 174.

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Recommendations for Further Study

Additional case studies that compare the organizational characteristics employed in learning resources centers with the characteristics in traditionally organized service facilities of senior colleges are needed to continue the in depth documentation necessary for developing the future standards for measurement and evaluation of learning resources centers.

Several other areas have suggested themselves as future studies during the conduction of interviews, observation, and analysis. The following studies are recommended:

1. A study of the users of learning resources and traditional separate library and audio-visual services to ascertain if the user perceptualizes a difference between the two types of organizational pattern.

2. To examine the applicability of the learning resources organizational pattern to universities.

3. To conduct a national survey of all senior colleges in the United States that have a learning resources center and develop a suggestive model of the optium organizational pattern for use in institutions considering changing to a learning resources organizational pattern.

4. To examine the attitudinal change that takes place among the staff when a learning resources

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organizational pattern is implemented and determine if there is an effect on the user.

5. To examine the pros and cons of having the instructional arm (i.e. department of library science and audiovisual education) combined with the service component of learning resources services.

6. To determine at what point flexibility of staff becomes an undesirable attribute of a learning resources organizational pattern.

7. To determine what role the director's educational background plays in the preference to a particular organizational pattern.

8. To conduct an analysis of the impact that the position of dean of learning resources has on the college campus.

APPENDIX I

LETTERS TO RESPONDENTS

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LETTER TO LIBRARIANS, AUDIOVISUALISTS
AND DEANS OF LEARNING RESOURCES

School of Library Science
Florida State University
Tallahassee, Florida 32306
date

Name of Respondent
Institution
City and State

Dear (Name of Respondent):

I am presently engaged in a research project for my Ph.D. degree at Florida State University. The purpose of my writing to you is to request your cooperation and assistance in the data collection phase of this study.

The research for this study concerns the organizational characteristics of learning resources center, libraries, and audiovisual units of senior colleges in the states of Minnesota and Wisconsin. The methodological techniques include: (1) interviews with directors and professional staff of libraries, audiovisual units and learning resources; (2) observation; and (3) examination of relevant documents such as faculty handbooks, annual reports, and memoranda.

If you are willing to participate, I will need from you:

1. An interview requiring approximately 45 minutes;
2. Permission to review appropriate documents; and
3. The opportunity to observe your organization.

Needless to say, this study is vital to me; and hopefully, it will be of value to the senior colleges in Minnesota and Wisconsin as well as the profession at large. I

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Sincerely request your consideration and assistance. If you are willing to participate, the visitation and interviews will be scheduled at a mutually agreeable time. I am planning for this to be June, 1974.

My thanks for your consideration in this matter. I look forward to hearing from you.

Sincerely,

Dwight Burlingame
Doctoral Student

John M. Goudeau, Ph.D.
Major Professor

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LETTER OF APPRECIATION

School of Library Science
Florida State University
Tallahassee, Florida 32306
date

Name of Respondent
Institution
City and State

Dear (Name of Respondent):

This letter is to express my sincere thanks for the time you spent with me on my visit to your campus. Your cooperation was most helpful in the collecting of data for my dissertation.

If at any time in the future, I may be of assistance to you please feel free to call upon me.

Thanks again.

Sincerely yours,

Dwight Burlingame
Doctoral Student

APPENDIX II

INTERVIEW REPORT AND GUIDES

Institution	Director or Head	Professional Staff	Total
A/Lib-AV	1	6	8
B/LRC	1	6	9
C/Lib-AV	2	4	6
D/LRC	1	4	5
Total	6	22	28

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INTERVIEW GUIDE FOR AUDIOVISUALISTS

1. How do you view the role of the audiovisual center on a college campus?
2. How do you view the role of the audiovisual unit in relation to the library unit on your campus?
3. In your opinion, is there any difference in efficiency in separate facilities for library and audiovisual departments as compared to combined facilities? Why?
4. What would you consider to be a major advantage of combining the audiovisual and library units on your campus? (If any)
5. Do you think the support for the audiovisual unit (in terms of funding) would be different if the audiovisual department and the library were combined on your campus?
6. If the audiovisual and library departments were combined do you think there would be a change in staffing? (In terms of number as well as utilization.)
7. What would you consider to be a major drawback if the audiovisual and library units were combined on your campus?
8. Do you see any difference in the service provided the

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[person by separate audiovisual and library units as compared to a learning resources center?

9. How do you think the present organizational structure has succeeded? What changes would you make(if any) if you had to do it all over again?

10. Is there anything you would like to add that you think might help me in this study?

THANK YOU FOR YOUR COOPERATION.

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INTERVIEW GUIDE FOR DEANS OF LEARNING RESOURCES CENTERS AND LR PROFESSIONALS

1. How do you view the role of the learning resources center on the college campus?
2. In your opinion, is there any difference in efficiency in separate facilities for library and audiovisual departments as compared to combined facilities? Why?
3. What would you consider to be a major advantage that has resulted in combining the library and audiovisual units on this campus?
4. Has the support (in terms of funding) been maintained proportionally to the levels that existed before the library and audiovisual units were combined? Do you think the support would have been different if the library and audiovisual units had been separate?
5. Has there been a change in staffing(number and utilization of) since the library and audiovisual units were combined?
6. What would you consider to be a major drawback(if any) that has resulted in combining the library and audiovisual departments on this campus?
7. In your opinion, is there any difference in services provided the patron under the learning resources

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organization as compared to separate library and audiovisual departments?

8. How do you think the present organizational structure has succeeded? What changes would you make(if any) if you had to do it all over again?

9. Is there anything you would like to add that you think might help me in this study?

THANK YOU FOR YOUR COOPERATION.

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INTERVIEW GUIDE FOR LIBRARIANS

1. How do you view the role of the library on a college campus?
2. How do you view the role of the library in relation to the audiovisual unit on your campus?
3. In your opinion, is there any difference in efficiency in separate facilities for library and audiovisual departments as compared to combined facilities? Why?
4. What would you consider to be a major advantage of combining the library and audiovisual units on your campus? (If any)
5. Do you think the support for the library (in terms of funding) would be different if the library and audiovisual department were combined on your campus?
6. If the library and audiovisual departments were combined do you think there would be a change in staffing? (In terms of number as well as utilization.)
7. What would you consider to be a major drawback if the audiovisual and library units were combined on your campus?
8. Do you see any difference in the service provided the patron by separate library and audiovisual units as compared to a learning resources center?

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9. How do you think the present organizational structure has succeeded? What changes would you make(if any) if you had to do it all over again?
10. Is there anything you would like to add that you think might help me in this study?

THANK YOU FOR YOUR COOPERATION.

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Education

1965	Bachelor of Science in Business Education, Moorhead State College, Moorhead, Minnesota.
1967	Master of Science in Library Science, University of Illinois, Urbana, Illinois.
1970-72	Graduate Study in Higher Education and Educational Technology, University of Minnesota, Minneapolis, Minnesota.
1974	Advanced Master of Science in Library Science, Florida State University, Tallahassee, Florida.
1974	Doctor of Philosophy in Library Science, Florida State University, Tallahassee, Florida.

Library Experience

1966-67	Circulation Assistant, University of Illinois, Urbana, Illinois.
1967-68	Reference and Business Librarian, University of Iowa, Iowa City, Iowa.
1968-69	Part-time Reader Services Librarian, Barstow Public Library, Barstow, California.
1969-70	Head of Reference, St. Cloud State College St. Cloud, Minnesota.
1970-72	Head of Acquisitions, St. Cloud State College St. Cloud, Minnesota.

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1972-73 Supervisor, Technical Services Division, St. Cloud State College, St. Cloud, Minnesota.

1974- University Librarian and Director of Learning Resources, University of Evansville, Evansville, Indiana.

Teaching Experience

1965-66 Business Instructor, Fertile Public School, Fertile, Minnesota.

1969-73 Selection and Evaluation of Media Materials I & II, Reference and Bibliography I & II, St. Cloud State College, St. Cloud, Minnesota.

1973-74 Library Administration, Basic Reference Services, and Information Resources in the Social Sciences, Florida State University, Tallahassee, Florida.

Military Experience

1968-69 Accountant, United States Army.

Honors

Beta Phi Mu
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U.S. Army Commendation Medal
University Fellowship, Florida State University

Publications and Research Activities

"Adulthood in the Underground Press: What the Future Holds," The Southeastern Librarian 24 (Summer, 1974): 25-26.

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